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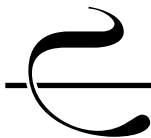
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SOCIAL PSYCHOLOGY

Magomed-Eminov Madroudin Shamsoudinovitch
Definition of an extreme situation

The paper discusses the concept of Extremity in connection with the conception of meaning in trauma, stress, bereavement, transition studies. It shows the results of an attempt to give the integrative description, classification and systematization of phenomenon of extremeness. The article reviews the theories, approaches, discussions and problems in the field of extreme situations studies. The author's substantiation of conception of extremeness shown in metapsychological and ontological horizons is given.

Key words: Stressor, Everyday existence, non-everyday way of existence, human being in the World and within Time, Personality work.

The modern world is characterized by the global processes directed not only on creation, but also on malignant destructions – local wars, massive technogenic accidents that causes an urgency of extremeness studies. The extreme catastrophic situations which are situations of disaster of the concrete person, the human being, and not just human communities and human individuals, demand the psychological definition. Representations of an extremeness problem in psychology developed from, minimum, three sources: 1) studies of social-psychological consequences of catastrophic events, 2) studies in medicine and psychology of traumatic neurosis, psychic trauma, 3) studies of physiological stress – the general adaptation syndrome and later studies of “emotional”, psychological stress. In the psychological literature for extremeness designation in sense of factors of influence on an organism or the individual the set of various terms is used: stressor [41, 42], the factors, the demands towards the individual exceeding personal resources [36], extremeness [28], traumatic stressor [44], extreme stress [26], massive stress [43], disaster [39], traumatic event [35], traumatic stress [30, 46]. Besides, such situations called traumatic situations [23, 31], critical situations [6], catastrophic situations [30], difficult situations [3], life events [8], life situations [5], tense situations [9], unusual conditions [12], extreme conditions or factors [21]. Instead of the term «extreme situation» is used also the term “emergency situation” [1, 10].

The conceptual field of extremeness thematically determines the event of existence of the person in non-daily way of life in the world [14, 20]. Talking here not about theoretical abstraction, but about the space of a life, besides, about non-specific for the being – the existence of the person outside of the daily, ordinary, usual vital world. Here this moment of singularity of experience which we interpret in the horizon of transition of two modes of life (daily and non-daily) is clearly highlighted within the



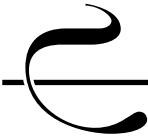
limits of variety of researches – stress in the war [32], prisoners of concentration camps [25, 27], participants of war [45], the clients, expecting surgical operation [34], stress-syndromes in different reality situations [33, 40], etc. The revealed tendency connected with underlining of value of singularity of experience, is traced in many other studies, including for example, V.I. Lebedev [12], L.A. Kitaev-Smyk [11], etc. Special value for the thematic determination of this non-daily experience different from “unusual experience” in technogenic realities, had the definition of clinical form PTSD in 1980 [29].

In the general psychological approach the concept of the person and personal meaning (sense) of extreme event and experience (meaning mastering of event) seems to be a backbone. It is necessary in the present work to develop psychological definition of an extreme situation. Therefore we move from empirical treatment to psychological and not focusing on the last one we’ll develop metapsychological conceptualisation of extremeness phenomenon. We try to outline a conceptual field of term «extremeness», proceeding not from medical, legal, economic, political, technogenic and «natural reasons», but from the points of view of general psychology [14, 20].

Empirical treatment of an extreme situation. Empirical definition of an extreme situation is based on treatment of extremeness as extraordinary incident, accident, disaster, emergency situation, etc. Event in this approach obviously or implicitly is understood discretely, out of continual temporality, as incident or a case. The extreme situation empirically in psychology is defined by attributing to concept “situation” the attributes: catastrophic, extraordinary, extreme, extraordinary, excluding, traumatic, outside of usual limits of existence, unusual, special, difficult, etc. Definition can be specified by further instructions of corresponding to the different situations of disasters – technogenic accidents, spontaneous, natural disasters, terrorism, war, violence, concentration camps and other accidents or special living conditions.

This empirical treatment is featured by the formalism and is constructed, as a matter of fact, on the extensive factor. Following this line, in all various listed disasters something general is allocated – excessive, above permitted standard, extreme character of impact for the person. As to the character of influence on the individual it is usually defined in terms of force, intensity of influence and/or the scale caused by influence of disaster, its consequences. Defining the factor of intensity of impact and reaction (consequences) the researchers try to operate (obviously or implicitly) by rather conditional concepts of “norm” and “abnormality”. Thus it is supposed that there is the certain average norm corresponding to normal adaptability of the person by environment. Then influences «falling outside the limits of a normal, standard situation», breaking normal adaptation and causing harm to the individual are corresponded to extreme. As non-standard or extra-standard, stimulation can be high or low, that is to overstep the bounds of the top or bottom threshold of a normal adaptive range, it is possible to talk about upper extreme or lower extreme situations.

Speaking about an abstract extra-standard situation of a certain average human type, it is frequent in the literature on extremeness to use “mechanical” terms such as “overload”, “demolition”, “a breach of a protective, adaptable barrier of mentality”, “an



exhaustion of adaptable potential”, etc. These views obviously or implicitly are taken from biology, and not in the last instance, from the physiological concept of stress of H. Selye, and also from Z. Freud’s concept of protection of an organism against irritation [31]. Certainly, there are such conditions of environment which are pernicious for any human body. By analogy to this conclusion it is possible to conclude that there are situations traumatic for the meaning system of the majority of human individualities. According to R. Lifton nuclear attacks across Hiroshima and Nagasaki [37] were the similar purely external condition injuring each person.

If to consider an extreme situation as function of interaction of factors of an environment and the individual in a stress context, as a matter of fact, it is a question of gradation of the reactions distributed from normal to lethal. Changes in an organism in the designated interval «norm – illness – death» can be divided in more details on the basis of various specifying terms: limiting, extremely strong, out-of-limits etc. Thus, in one case, the range can seize extremeness in wide value, in the other – extremeness could be caused only by the strongest influences.

The lack of the approaches discussed above consists, in our opinion, in the fact that the authors can’t define a conceptual field of non-daily existence of the person, and also can’t outline the area of the problems arising in adaptive existence of the person in both unusual ecological and technical systems and special realities, including virtual realities and simulative hyper-realities.

Taking into account the stated remarks we will specify empirical definition as an initial stage of scientifically-psychological definition. Empirical definition of an extreme situation in psychology should consider: 1) eventuality of the situation as incident, a case, accident; 2) life-danger of an event, or menacing, threatening character of event for the person; 3) the limiting, extraordinary demands shown by a situation to the individual – limitedness (in a sense of boundaries) defined, first of all, by actual sense of a situation for the person; the actual sense of a situation sets horizon of formation of private, specific, separate meaning formations of the person; 4) special potential or real consequences for the person (and/or for its relatives) – threat, damage (harm), loss, suffering, test, firmness (hardness) in physical, close relations, social, spiritual, existential spheres; 5) specificity of activity and interactions of a person in a situation (including, pre-situation and post-situation); 6) life-position which the person takes in a situation; 7) phenomenon TET (transordinary existential transition) which includes a syndrome of occurrences (involving), a syndrome of staying and returning syndrome – all phenomena connected with these syndromes interpenetrate.

If the account of all mentioned features of an extreme situation is incomplete we have its negative definition – as an accident or the factor causing damage, loss, suffering to the person. The consequence of the situation could be not only negative, non-adaptive but also indifferent, that is adaptive, from the point of view of frustration, moreover, representing test of firmness, courage, humanity etc. [14]. On the basis of discussed issues we can underline features, characteristic for an extreme situation, though ignored usually in psychology, but not in a life. As non-daily situation extremeness is connected



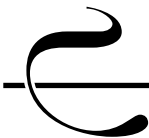
directly (or through some means), on one hand, with threat of death, with non-existence (Death-centered or D-meaning), and on the other hand – with fundamental aspiration to life (Life-centered or L-meaning) [14]. Aspiration to a survival, life preservation, will to duration are intrinsic characteristics of an extreme situation as human situation of existence. Therefore the dichotomizing structure of existence of «life-non-existence» and «D-meaning and L-meaning» is the integral characteristic of life situation. Thus, if to follow a wide empirical definition of an extreme situation vitally-empirically (in the context of Being) it's not only a situation causing fundamental threat, alarm and disaster, but also a situation of test of will, firmness, spirituality, courage, humanity. Moreover, it is a human situation of an enlightenment, growth of the person, transgression, heroism, that means fulfillment by the person his own life in life situation.

Hence, the extreme situation has triadic structure. When the extreme situation is negative it is a disaster (suffering) of the person; when it is indifferent-is steady – a test of the person; when it is positive – a formation of humanity, the person, an embodiment of life of the person. A trauma, firmness and growth – three aspects of extremeness which need to be considered as internally connected with each other. The same triad can be designated in another way to highlight other sides of interaction: «frustration – adaptation – growth» or «suffering – firmness – transgression».

Empirical definition of extremeness as we have revealed is nomothetic (in sense of empirical generalization) for it considers event of the personality and the answer of the personality to it from the point of view of general characteristics and laws, instead of ideographic as unique event of a given person. Event which is the answer of the person to a destiny call is considered here «extreme» in a sense of a case, incident. Passing to consideration of concrete-psychological definition of extremeness, it is necessary to notice that it becomes more strict, than empirical though loses some values of life eventuality – misfortunes, disasters etc. Therefore for more adequacy these definitions should be considered further in consonance with each other, especially in a sphere of extreme psychology and psychological help.

Formal-psychological definition. Formal-psychological approach to extreme situation can give definitions from the following points of view: 1) stimulus – as extra-standard (above or low homeostatic threshold) an influence pattern on a person, causing certain reaction which is specified in certain «sub-syndromes»; 2) reactive – as the situation with potential transformation of adaptive reaction in non-adaptive; the influence demands surpasses adaptive potential, resources or possibilities of the individual; 3) personal – interpretation and situation appraisal and the reference to it as super-menacing, life threatening; 4) interactive – the extreme situation is a function of extreme factors and factors of the person (the individual factors including personal features); 5) transactional – the extreme situation is understood as a situation of interaction of menacing factors (actually threats, harm, loss, a call, etc.) with factors of the personality (an estimation, revaluation, coping etc.).

The extreme situations include situations disaster, extreme life threatening situations urgently demanding the prevention of disaster or liquidation of consequences



of disaster, the help to victims of disaster get. On the other hand, the situations connected with ability to live in special technogenic, ecological conditions, demanding the excessive resources, influencing its working capacity and a state of health are also considered to be extreme. Formal-psychological definition as well as empirical, does not allow to differentiate daily and non-daily extremeness.

Catastrophic and non-catastrophic extremeness. Despite similarity of extremeness in «catastrophic» and «non-catastrophic» situations, there is an essential difference between them: 1) the accident localized in certain space-time borders, people wish to eliminate its consequences as soon as possible – it is undesirable and is rejected by people; 2) non-catastrophic situation of space flight, a scuba diving, polar expedition, monitoring activity at nuclear stations, aviadispatching activity needs the person's adaptation, carrying out the professional work – it is comprehensible to the person and even is desired. Catastrophic situations demand prevention of destruction and restoration of the damage (including trauma, crises etc.). Extreme technogenic situations (special situations) assume necessity of adaptation of the person to «the human-technical» systems created by the modern person for mastering nature.

In one case, the person wishes to prevent accident, extremeness, and in the second – it carries out the technical mission of mastering nature, speaking by Heidegger's words: "from the Techniques Being, captured by a domination desire over forces of t Nature [24]. However and the technical call quite often turns out to be an accident.

So comparing catastrophic and non-catastrophic extreme situations we can tell that the catastrophic extreme situation is destructive, violent, life-dystonic, undesirable and rejected, is wished to prevent, at occurrence to eliminate and liquidate negative consequences as soon as possible. In turn, non-catastrophic extreme situation instrumentally-constructive, life-sintonic – it is created by the personality in the purpose of mastering Nature, corresponds to his intentions and desire, is comprehensible to him; besides the person aspires to prevent transformation of an instrumental extreme situation into the catastrophic.

The extreme situation is not only a situation of influence (stressor) and reaction (stress), but also a situation of activity of the person and even wider – a situation of human existence (Being-in-life-world). Ontologic-activity measurement of an extreme situation demands the analysis of the vital problems solved by the person in an extreme situation, of the way of life he is carrying out in his activity. In a situation the personality «gives out» not only reactions, but it carries out certain actions. Therefore the situation is an intentional subject (subject sense) of human activity, instead of stimulus pattern understood as reaction of the cold person in a cold premise. The extreme situation has one more special measurement missed by stress-traumatic treatment. In an extreme situation the person not only tests and suffers from intensive stress, but he appeals for help, partnership, aspires to participating, care, attachment, and also to the statement of ability of life Being of his own and the Other. Certainly, «intense» semantic (meaning) work of the personality cannot be identified with psychological pressure or pressure of the psycho-physiological systems decreasing working capac-



ity of the individual. Meaning crisis, meaning conflict, meaning anomaly of the person is not a pathology, but a problem of human existence – Being of the person in world and time. Therefore even PTSD we started to consider as anomaly of life, instead of illness, pathology. Anomaly is an extreme functioning of normal mental process of the person in an extreme situation.

Metapsychological definition of an extreme situation. The Latin word *extrēmum* means «edge», «end» and occurs from a word *extrēmus* – «extreme», «final», for example, «in *extrēmo libro*» means «in conclusion of the book». If to adhere to etymology of this word «extreme» it better corresponds to meaning «to be on the brink, in the end», that is to “edge” effect, rather than of excess by loading (stimulation) of the threshold, leading an organism to an overload or frustration.

This statement demands specification: 1) the edge, the end are given in experience of the person, 2) edge experience is constituted in work of the attitude of the personality to certain action of experience as to something close from the perspective of the distant horizon smb’s own unique continual life event.

In extreme situation two meta-needs are actualized in correlation with each other: on the one hand, life preservation in a situation of threat of a non-existence, on the other hand, life formation contrary to non-existence threat. Two fundamental motivations, or *cares* of the person: motivation of a survival (in wider understanding – recursive motivation) and motivation of growth (wider – transgressive motivation) are twisted with each other. According to this understanding the need for safety is necessary to open in transition from ontologic horizon of life and a non-existence. In this situation of threat of destruction, and aspiration to philanthropy, to humanity are equally actualized. An extreme situation is a situation of close contact of human and inhuman, not only violence, martyrdom, but also firmness, courage, sanctity, and also solidarity, help. The extremeness phenomenon considerably bares an essence of a situation of person’s Being in the World and in the Time which demands not only descriptions and explanations, experience and understanding, but also help and care.

Three installations: experience, understanding and care – are necessary equally for extremeness definition, especially in the field of psychology of the psychological help for the person. Value of solidarity for a survival was defended by P.A. Kropotkin. H. Selye also considered it in the concept of stress under the name of “altruistic egoism” [41]. A help phenomenon (help search) and the rendering assistance, peculiar to an extreme situation is necessary to add to triadic extremeness structure «threat – test – growth» or «suffering – firmness – self-realization». To «add» – here means, to consider a help situation as a horizon in the frameworks of three directions of human existence.

The analysis of an extreme situation of the person carried out earlier has paved the way for ontologic treatment of extremeness. On the level of «narrow» psychological approach, neither with affective, nor from cognitive point of view, nor on cognitive-affective level without the reference to phenomenon of the person (understood as a way of life of the person) we can’t seize an extreme situation as a life situation of the



person. So loss of the loved one falls outside the limits affect, cognitions and even personality variables in ontologic sphere of life of the person – the tragic life calling for courage, determination in spite of non-existence.

Threat of non-existence named above «fundamental threat», threat of possibility of impossibility [24]. Fundamental possibility of possibility, on the other hand, is connected with fundamental threat – «throwing» the person in self-formation. In ontologic horizon extremeness is «throwing» in possibility: possibility to be or not to be. Ontologically the essence of any extreme situation is concluded in a possibility phenomenon – possibility life. Extremeness is defined by aspiration to possibility – possibilities to be and last contrary to a non-existence. Thus, the extreme situation, in the essence, ontologically is not a situation of absence of something, and a situation of presence of life on the edge (boarder) including possibility of own impossibility.

Even stress, according to Sele, could be treated as possibility reaction though physiologically it is based on the mobilisation of an organism directed to neutralisation of danger. Even at the level of an organism extremeness (stressability) characterises the reactance (responsiveness) of life – vitality of life (life possibility – aspiration to possibility). Limiting possibility which is connected with extremeness, has a double nature: it is possibility of the End and possibility has Beginning.

For the further advancement of the analysis we will remind that the extreme situation is life situation of a concrete person. Psychologically it means that the extreme situation is unity of the person and its environment in temporal horizon – opening of a singular human life event. To seize in an extreme situation the ontologic sense it is necessary to seize it as life situation of the given person, from the point of view of a way of life of the person. We have already preliminary characterised a way of life of the person in a triad «a martyrdom (suffering) – courage (firmness) – enlightenments (transgression)» to which have added one more component – the care expressed in triad«the help – attachments – love».

The extreme situation is such situation in which life of the person in the vital world is transformed. Daily mode of life passes in non-daily mode of being – and the situation, or a phenomenon, transordinary existential transition(TET) in which the person appears in a stream of existential transitions. Non-daily mode of being here is understood as a way of life of the person in the conditions of intrusion of a non-existence into life, death in a life. Extremeness, thus, is defined, not as special property, quality or intensity, but ontologically, as intrusion of a non-existence into life and an orientation of life of the person on overcoming (in transgressive work) non-existence.

For an ontologic concrete definition of extreme life of the person – intrusions of a non-existence into life, transformations of death into a life phenomenon – an extreme situation it is necessary to treat from the point of view of event. As to event in an extreme situation we have an event of the person as a co-existence of life and non-existence. Through event the person is involved, thrown in the extreme vital world, and the world through event interferes into the person, throwing the person in double possibility of «existence-non-existence». But extremeness is created not only



by disaster, but also by aspiration of the person to an ascension, to ennobled, sacral – ecstatic mode of life, to self-expression. Threat of finiteness, of non-existence, and aspiration, determination to be (will to be and to «last») – two fundamental aspects of an extreme situation.

Connecting together both aspects of an extreme situation, we specify a phenomenon of experience of edge which is divided on close and distant, limiting and beyond limits. Edge experience is differentiated, carried between the beginning (which is the transformation of «the hopeless end»), and distant horizon of smb's own existence from which the person concerns to what is close, where he actually stays both in action and in suffering.

Summing up it is possible to draw the following conclusions.

1. Extremeness should be defined not only from instance of the extensiveness surpassing adaptable resources, breaking a homeostasis and automatic adaptive activity and leading to frustration. Extremeness is necessary to open also from intensity horizon – qualitative specificity of existence of the person in the world. Then the extreme factor or a situation opens as event of existence of the person in non-daily life world.

2. To seize scientifically adequately concept «extreme situation», it is necessary to distinguish event which is developed, carried out, which is in formation, yet has not come to an end, yet did not become, that is a transit phenomenon, and event which grows out, which comes true case, incident, incident, collision (discrete event).

3. In the meaning (sense) approach which we develop extremeness is interpreted from the point of view of an extreme triad «restoration – test – growth». Every stressor is an event which contains these three aspects in the structure: 1) restoration, 2) test (firmness, courage), 3) growth (transgression, sacral experiences, development). The extreme triad has constructive and destructive aspects – in negative model the person as though turns away from test, growth etc.

4. Definition of an extreme situation we have given covers three approaches: 1) "empirically-psychological" (or empirical) the approach – emphasis on discrete incident (even if it repeats), a case and incident, features of behaviour and reaction of the bio-social individual are considered; 2) formal-psychological (or psychological) the approach in which functions, processes, conditions, properties, the reactions characterizing adaptive activity, mental activity of the subject are underlined; 3) metapsychological (or ontologic) the approach places emphasis on event of life of the person in a life world within the limits of psychology of the person.

5. Defining extremeness, it is necessary to distinguish: 1) extreme mode of existence, or being of the person in the world, as transition, to which there corresponds a special phenomenon of transordinary existential transition (TET), including massive, fast, sudden changes of reality and other shifts, differences, changes, even monotonous activity gets to this list; 2) extreme constellation of being, representing ontologically understood structure modes of life of the person (EKB); 3) extreme life world and, hence, extreme and daily experience, extreme and daily senses, and also, meaning structures of experience; 4) an extreme situation of the person in the extreme life



world; extreme is a situation of the person in the world and consequently in this situation the person is relevant to situation, to the world (transformation), or – irrelevant, diachronic to life world or situations (counter-transformation).

6. Extreme mode of life of the personality, or non-daily mode of life of the person, we define as a way of life of the personality in the conditions of intrusion of a non-existence into life.

7. The extremeness phenomenon in full concreteness is grasped as a situation of transition of the personality from a daily reality to non-daily and back. Any situation is trans-situational because the situation is a transition. The extreme situation ontologically is a concrete situation of life of the person in life world and consequently it does not coincide with empirically treated factors of extreme external influence (impact). The extreme phenomenon though represents itself a unity of pre-extremity, extreme-nesses and post-extremenesses, inherently, is transitional temporally latent, delayed phenomenon.

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Diagnostics of Child-Parent Relationship Types

Diagnostics experience of child-parent relationship as per classification by A.V. Petrovskiy (Dictation, Wardship, Noninterference and Cooperation) using Parent Attitude Questionnaire Test (PAQ) by A.Ya. Varga, V.V. Stolin is presented in the article. Criteria for correlating child-parent relationship types as per A.V.Petrovskiy with PAQ scales characteristics developed by the authors of the article are submitted. Proportions of child-parent relationship types employed by present-day parents of junior schoolchildren are studied.

Key words: *child-parent relationship types, methods for diagnostics of child-parent relationship types.*

Childhood as a significant and important period of human life is the object of interest of researchers in many different fields of science. Family and the system of intra-family and child-parent relationships play an important role in child development and shaping of personality.

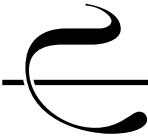
Present-day family is involved in various aspects of social activity and exposed to macrosocial factors. Deep social changes in our country in 1990's could not have left family as the most vulnerable part of social organism unaffected. Those transformations led to appearance of more and more disadvantaged and destructive families in which children are involved in criminal activities and become victims of violence. Seemingly successful families in which child's subjective state can be characterized by continuous emotional traumatizing due to miseducation can also be distressed in terms of conditions created for child development.

When describing psychological problems of children from families with good socioeconomic standing, consulting psychologists G.V. Burmenskaya, O.A. Karabanova note that "it is more and more often in the consulting practice that the lengths of family communication get shorter and their contents get poorer, there is lack of warmth, advertence to each other, and truly joint forms of useful activity of children together with adults or general leisure are disappearing. Personal and cognitive communication is ever more replaced with its narrow pragmatic forms, such as matters of custom, regime, control of progress at school, while rewards reduce to material forms" [2, 12].

Thus, the problem of child-parent relationships, which has been vital throughout the entire development of psychological science and practice, remains topical even in the current stage.

Many authors (A.Ya. Varga, A.I. Zakharov, R.A. Zachepitskiy, P.F. Lesgaft, A.S. Makarenko, V.N. Myasishev, A.V. Petrovskiy, M. Ratter, V.V. Stolin, V.V. Yustitskiy, etc.) had attempted all-round studies of child-parent relationships and identified the features of pathogenic types of education leading to emotional disturbances in children.

So, A.Ya. Varga understands parent attitude as an integral system of parent's feelings towards his or her child, i.e. the specifics of how parent perceives and understands



child's character and deeds, and the behavioral stereotypes practiced by parent in his or her communication with the child.

In her study of the structure of parent attitude, A.Ya. Varga bases herself on a dynamic two-factor model of parent attitude proposed by E. Schefer and R. Bell, the main factors of which are emotional (love/hate or admission/repulsion) and behavioral (autonomy/control).

A.Ya. Varga identified the following components of parent attitude: integral admission/repulsion of child by parents that defines the cognitive component; interpersonal distance that defines how emotionally close the parent is to his or her child and characterizes the emotional component; form and direction of control over child's behavior that defines the behavioral component.

In this connection A.Ya. Varga suggested that the parent attitude types are to be viewed as established patterns of parent interaction with children that are defined by various combinations of said components: cognitive, emotional and behavioral. She distinguished the following four types of inefficient parent attitude structures, as observed in parents who fail in education of their children: admmissive-authoritarian, repulsive with infantilization and social disabling, symbiotic, symbiotic-authoritarian [3]. On the basis of the above-mentioned statements she designed jointly with V.V. Stolin a method for diagnostics of parent position towards child – a Parent Attitude Questionnaire (PAQ).

A total of 61 questions in the method comprises five scales as follows that represent particular aspects of parent attitude.

1. Repulsion. This scale represents the overall emotionally negative (repulsion) or positive (admission) attitude to child.

2. Cooperation. This scale represents how parents endeavor to cooperate with child, show sincere interest and concern about child's affairs.

3. Symbiosis. The questions of this scale are aimed at finding out whether parents strive to reach unity with child or, conversely, try to keep a psychological distance between themselves and child. This represents a sort of contactness between child and adult.

4. Authoritarian Hypersocialization. This scale characterizes how child's behavior is controlled by adults, whether they treat him liberally or authoritarily.

5. Infantilization. This scale shows adults' attitude to child's abilities and talents, strengths and weaknesses, successes and failures.

High, medium or low score can be achieved in any of the five scales. High score indicates a high degree of development of respective parent attitude aspect, while low score indicates a relatively low degree of development [4].

Both the above and most of other parent attitude type classifications, while fully meeting the demands of psychological service, are aimed primarily at pathogenic scenarios and do not deal with "favorable" ones. The Questionnaire designed by A.Ya. Varga, V.V. Stolin includes the Cooperation scale that represents adult's willingness to cooperate with child, but this scale is not involved in the identification of parent attitude structure types.



From this point of view the more complete is the child-parent relationships typology by A.V. Petrovskiy [6], [5], who identified four family education tactics and the relevant four types of child-parent relationships that are both prerequisite thereto and resultant therefrom: Dictation, Wardship, Nonintervention and Cooperation.

Family dictation manifests in systematic suppression by one family members (mostly adults) of initiative and self-esteem of other members.

Parents may and should make demands of their children judging from educational goals, moral norms, particular situations. But acting in the form of orders and violence encounters child's resistance. Children in such cases may react in outbreaks of roughness, lie, hypocrisy. If child's resistance is ever broken, then "many valuable personality qualities are broken together with it: self-dependence, self-esteem, initiative, faith in himself or herself and in his or her abilities" [6, p. 105].

Family wardship is a system of relations in which parents, who work to satisfy all demands of child, protect him or her from all concerns, troubles and efforts by assuming them on themselves.

While the essence of Dictation and Wardship is different, the fruits are the same: children lack self-dependence, initiative, they are suspended from dealing with matters concerning them personally and the family.

Adverse consequences of Wardship as a family education tactics are that the priority is given to satisfying child's demands and protecting him or her from troubles, not to forming his or her personality. "Wardship as an education tactics is a plain adversary of labor education because the ward is primarily protected from efforts and responsibility" – A.V. Petrovskiy wrote [6, p. 106]. Children brought up in hyper-wardship environment turn out to be unadapted to adult life, incapable of personal and collective responsibility. If parents reduce wardship over child to a reasonable minimum from the earliest childhood by controlling only the basic aspects of education (health, morality, etc.) and providing child with independence and responsibility in handling everyday issues, then by doing so they promote the formation of ripe personality in the child.

Nonintervention is a system of interpersonal relations in family based on accepting the possibility and even advisability of independent coexistence of adults and children. "It is not uncommon that apartness of the worlds of children and adults is declared literally: let the child grow self-sufficient, independent, unselfconscious and free" – A.V. Petrovskiy noted [6, p. 107]. In this case parents evade educational functions, children do not feel themselves part of a family, do not share the joys and hardships of relatives [7]. When need arises, the children turn out to be incapable of involvement in common family problems.

Cooperation as a type of family relationships assumes mediacy of interpersonal relations through common goals and objectives of joint activity, its organization and high moral values.

A family dominated by Cooperative type of relationships becomes a group with high level of development – a collective. Such type of relationships is optimal for accomplishing the goals of morally warranted education as opposed to Dictation, Wardship and Nonintervention.



Fair allocation of daily duties among parents and children, adequate assignment of responsibility for successes and failures in the joint activities of family members are characteristic for such families. The most important characteristic of families with Cooperative type of relationships is cohesion as a display of value-orientational unity.

Current foreign and domestic psychology accumulates a significant experience of child-parent relationship diagnostics. So, based on hands-on experience, consulting psychologists G.V. Burmenskaya, O.A. Karabanova recommend the following methods [1, 2], for diagnostics of interpersonal relationships established in family.

A. For children:

- 1) Drawing-Family Techniques and modifications;
- 2) Adapted version of "Le Test-Film, René Gille";
- 3) Various versions of Incomplete Sentences method;
- 4) Modification of evaluative self-assessment method;
- 5) Children's Apperceptive Story-Telling Test;
- 6) Personal Sphere Model method;
- 7) Bene-Anthony Family Relations Test (Child version).

B. For parents:

- 8) Parent behavior style questionnaire (Eudemiller);
- 9) Anamnestic questionnaire;
- 10) Parent's composition Life History of My Child;
- 11) Parent attitude questionnaire by Varga-Stolin.

C. For children and parents alternatively:

12) Version of self-assessment method when, for example, parents assess the child and assess for the child and then the difference of the assessment against that made by the child himself or herself is discussed, and vice versa;

13) Questionnaire for study of interaction between parents and children by I. Markovskaya.

D. For child-parent dyad:

14) Variations of joint activity test generally known as Structural Architect, wherein child and parent try, for example, to describe a rather complex picture not visible to either partner verbally in a dialog so that the partner could accurately reproduce it.

E. Equally suitable for children and adults:

- 15) Etkind Color Attitudes Test.

Also there are other known methods for diagnostics of interpersonal relationships in family. Despite the considerable number of methodical tools available to psychologists, there is still a certain need in methods for diagnostics of child-parent relationships.

One problem of diagnostics of child-parent relationships encountered by research psychologists is that they have to give a full, capacious, yet short characteristics of the child-parent relationship profiles being diagnosed. Such characteristics should include not only pathogenic (such as in classification of inharmonious education types by Eudemiller, Yustitskiy), but also "favorable" scenarios.

The typology of child-parent relationships by A.V. Petrovskiy given above fully



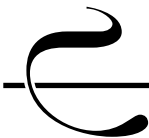
meets these requirements. But it is associated with certain methodic complications: known studies provide no method to find out which type of child-parent relationships according to A.V. Petrovskiy's classification dominates in a family.

One possible way to solve this problem may be to develop criteria for correlating the Dictatorial, Warding, Noninterfering and Cooperative types of child-parent relationships with scale characteristics of any well-known and widely used method of child-parent relationship diagnostics. As one such method, we have chosen the Parent Attitude Questionnaire (PAQ) by A.Ya. Varga, V.V. Stolin. Not seeing it possible to "update" the theoretical statements which the Questionnaire is based upon or "adjust" the specifics of interpretation of the results that could be obtained from using it, we chose this reliable and widely used diagnostics tool for empirical study of how different types of child-parent relationships according to A.V. Petrovskiy are expressed in present-day families. This typology makes it possible to identify the optimal type of child-parent relationships by diagnosing it not just as "absence of features causing pathological changes in child's personality", but as a type of relationship that has characteristics (quite well-defined) facilitating the accomplishment of goals of morally-oriented education. E.O. Smirnova and M.V. Bykova noted that despite the variety of terms and concepts, it appears from almost all approaches that parent attitude includes two opposite aspects: unconditional (which includes components such as admission, love, empathy, etc.) and conditional (objective assessment, control, direction towards development of certain qualities)" [8]. Taking into account some commonness of different typologies of child-parent relationships, we have developed criteria for correlating parents' results in PAQ test with the child-parent relationship type employed by the parents (see Table 1). Bolded is the test score that governs the identification of a particular child-parent relationship type.

Table 1

Diagnosics of child-parent relationship type

Child-parent relationship	Score according to questionnaire of parent attitude to child				
	<i>I</i> <i>Repulsion</i>	<i>II</i> <i>Cooperation</i>	<i>III</i> <i>Symbiosis</i>	<i>IV</i> <i>Authoritarian Hypersocialization</i>	<i>V</i> <i>Infantilization</i>
<i>Dictation</i>	high, medium	medium, low	medium, low	high	high, medium, low
<i>Wardship</i>	medium, low	medium, low	high	high, medium, low	high medium
<i>Noninterference</i>	high, medium, low	medium, low	low	low	medium, low
<i>Cooperation</i>	medium, low	high	medium, low	medium, low	medium, low



As appears from the Table, the identification of Dictatorial type of child-parent relationships is governed by high score in Authoritarian Hypersocialization indicating that parent is too authoritarian towards his or her child, requiring unconditional obedience of him and setting tight disciplinary limits. The parent forces his or her will on child almost in everything. Dictator parent cannot get high score in Cooperation and Symbiosis and low score in Repulsion because the Dictatorial type of child-parent relationships eliminates the relations of equality and assumes certain psychological distance between parent and child. In the identification of Dictatorial type of relationships the score in Infantilization can be either high (child is taken as a silly being) or medium or low (child's personality and abilities are adequately perceived).

The identification of Warding type of relationships is governed by high score in Symbiosis: adult always tries to be closer to child, satisfy his or her demands, protect from troubles and efforts. Parents employing Warding relationships have medium or low score in Repulsion because they have positive or neutral attitude towards their children, assume tender care and concern. Immoderate parental care manifests through its clear inadequacy to age specifics of child and eliminates showing of responsibility and initiative by child when dealing with matters concerning him or her personally, and the more so, family in general. Therefore, such parents have high or medium score in Infantilization and low or medium score in Cooperation. Score in Authoritarian Hypersocialization can be either high (unconditional suppression of child's attempts at showing independence) or medium or low (education according to "little godling" type).

Noninterfering type of relationships is primarily characterized by absence of parental control even in such matters as school progress, participation in labor activities within child's capacities, compliance with moral norms. Therefore, parents employing such type of relationships have low score in Authoritarian Hypersocialization. Further, this type of child-parent relationships is characterized by considerable psychological distance between parent and child, apartness of the worlds of children and adults. Such characteristics of child-parent relationships are reflected in parents' low score in Symbiosis. Relatives' life and concerns remain restricted for child, and similarly, child's hardships and joys remain out of parents' view. Children can grow incapable of joint handling of problems, cooperation even when it is critical. Hence, parents get low or medium score in Cooperation. Parent's will to make his or her child grow self-sufficient, independent, unselfconscious is reflected in low or medium score in Infantilization. In the identification of Noninterfering type of relationships, score in Repulsion can be either high (positive attitude to child, respect and acknowledgement of his or her individuality) or medium or low (negative feelings towards child: irritation, anger, annoyance).

The identification of Cooperative type of child-parent relationships is governed by high score in Cooperation (in this case the names of child-parent relationship type and questionnaire scale are synonymic). Parents employing this type of child-parent relationships cannot get high score in Repulsion, Symbiosis, Authoritarian Hyperso-



cialization or Infantilization. This is due to the following characteristics of this type of child-parent relationships: positive emotional attitude towards child, promotion of independence and self-sufficiency in child, reduction of control over his or her actions to a reasonable minimum, adequate perception of his or her age and personality features.

The most controversial issue from the theoretical point of view is correlation of Cooperative type of child-parent relationships and Cooperation scale of PAQ test. In our opinion, the statements related to Cooperation scale: *"I take a lot of interest in the life of my child"*, *"I always take part in child's games and activities"*, characterize the mediacy of interpersonal relations in family through goals of joint activity of child and parent. When parents agree with the statements: *"Parents should not just demand from child, but should adapt themselves to him or her, treat him or her with respect, as a personality"*, *"I often see that child's demands and claims are correct in their own way"*, etc., they express their readiness to proceed from a single moral norm (treat themselves as others, others as themselves) when making demands of their children. The statement that *"Children learn early parents can be mistaken"* reflects adequate assignment of responsibility for failures in joint activities of family members. Hence, the questions in Cooperation scale reflect the basic characteristics of Cooperative type of child-parent relationships. One essential feature of Cooperation as a child-parent relationship type is cohesion, which is understood by A.V. Petrovskiy as a characteristic of the system of intragroup relations that shows how aligned are the assessments, attitudes and positions within the group towards objects (persons, goals, ideas, events) that are most important for the group in general [6]. As we see it, the statement that *"Child's opinion should be considered in making family decisions"* and other statements of the Cooperation scale characterize such features of child-parent relationship structure that *promote* the development of a tendency in child's personality to see his or her family as a provider of value system.

It should be noted that in some cases the type of child-parent relationships cannot be unambiguously identified. If parent gets high test score in several scales that govern different types of child-parent relationships, then the relationship type is mixed. If the score is medium in all scales of the Questionnaire, this indicates an unstable type of child-parent relationships that may be due to immature parental position or educational uncertainty in younger parents.

We have tried to study current correlation of child-parent relationship types in families with junior schoolchildren. Type of child-parent relationships was diagnosed using PAQ test by A.Ya. Varga, V.V. Stolin. Parents' results in PAQ test were correlated with child-parent relationship types using the criteria identified by us.

Test subjects were parents of 102 children in the age between 7 and 8, pupils of 2nd classes of a school in Taganrog.

The data acquired from PAQ test was presented as a bar chart. Scales of the Questionnaire were plotted on the X-axis and percentages of test subjects with low, medium and high score in the respective scales were plotted on the Y-axis.

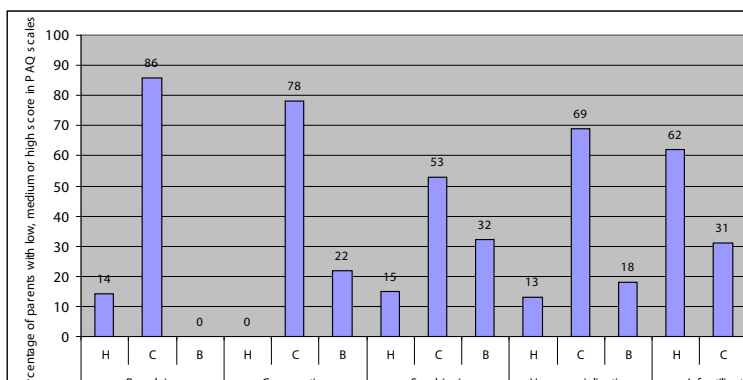
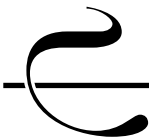


Figure 1. Parents' scores in PAQ test

In general, most parents had medium score in Repulsion, Cooperation, Symbiosis and Hypersocialization scales, which evidences medium expression of these aspects of parents' attitude to children. Most parents had low score in Infantilization, indicating that they treat their children in accordance with their age, respect children's thoughts and feelings.

Analysis of parents' PAQ results against the criteria given in Table 1 showed that in 30 cases the type of child-parent relationships was either mixed (high test score in more than one scale evidenced more than one relationship type at the same time) or unstable (medium score in all scales of the Questionnaire) or contradictory, when fathers' and mothers' types did not match. In 72 cases it was possible to identify the particular type of child-parent relationships:

- a) Dictation in 16 cases;
- b) Wardship in 23 cases;
- c) Noninterference in 4 cases;
- d) Cooperation in 29 cases.

The data was represented as a pie chart:

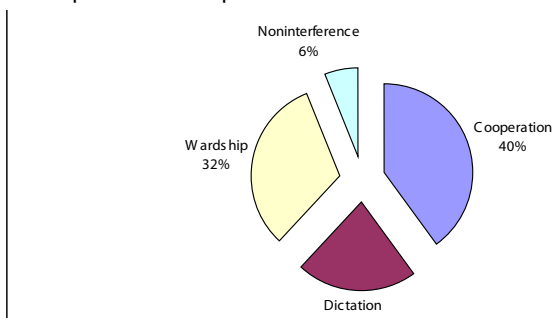


Figure 2. Proportions of child-parent relationship types



The results of the study showed that the most common types of child-parent relationships in families were Cooperation and Wardship.

Thus, our study represents an experience of reduction of multiple aspects of child-parent relationships (high, medium or low level of child repulsion in family, etc. in other four characteristics) to a single type of child-parent relationships as per classification by A.V. Petrovskiy: Dictation, Wardship, Noninterference and Cooperation.

Practicing psychologists, having the information on the type of child-parent relationships in a family, can forecast child's most likely further personal development, since the impact of particular child-parent relationship type (including the optimal Cooperative type) on the development of child's personality and character has been described by A.V. Petrovskiy well enough. Research psychologists, having correlated the results of PAQ testing of a parent with one of child-parent relationship types, will be able to operate short yet capacious characteristics in the research purposes (for example, for joining test subjects into groups by child-parent relationship types).

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**Ermakov P.N., Babenko V.V. Culba S.N.**

Representation of visual and auditory inputs relative efficiency in parameters of bimodal evoked potentials

Research is executed at financial support of the Russian humanitarian scientific fund within the limits of research project, the project № 06-06-00314a.

A phenomenon of a mismatch of the bimodal ERP and the sum of unimodal ERPs was used in our research. The aim was to determine how efficiency of bimodal integration correlates with amplitude of mismatch in groups of observers preferring giving priority to visual or auditory information. It was discovered that the revealed dependences are of opposite character in the compared groups. It is concluded that amplitude of mismatch correlates with efficiency of integration, and efficiency of integration is higher, the priority of visual input is more expressed than the auditory one.

Key words: *intersensory integration, evoked related potentials, mismatch amplitude, lead analyzer.*

When a man sees an object or hears sounds produced by it, an image appears in brain, which is not purely visual or auditory, but combines descriptions of this object in all possible modalities. It is actually possible to say: all images that retain in memory are multisensory. However knowledge about mechanisms of these multisensory images formation is extremely insufficient. We are not informed about mechanisms of sensory interaction, brain areas participating in integration and keeping of the heterosensory information.

Attempts to identify the cortical location of the area responsible for intersensory integration have given contradictory results. Microelectrode investigations in monkeys revealed maximum concentrations of multimodal cells in the prefrontal cortex [3, 8, 10]. Furthermore, the ablation of the monkey left prefrontal cortex affected the visual-auditory association most of all. At the same time, magnetoencephalography studies provided evidence of the location of the visual-auditory interaction, some results showing this are located in the projection visual cortex [4], others in the right parietaltemporal area [9]. Results obtained using MRI scans pointed to the boundary between the temporal and parietal areas of the cortex, the inferior frontal gyrus, the insula, the left cingulate and accessory motor zones of the right hemisphere [6]. There were attempts to answer this question with the help of evoked potentials [7].

It should be noted that all these attempts were based on identification of areas in which values for this parameter were maximal. We took the view that there are grounds for identifying the areas in which measures reflecting integrative processes



are not simply maximal, because magnitude maximally correlates with the effectiveness of intersensory integration.

In our previous research [1] we used a mismatch phenomenon of bimodal ERPs and a sum of unimodal responses. We investigated dependence of mismatch amplitude on the efficiency of visual and auditory integration. The obtained results show that efficiency of heterosensory integration correlates with the amplitude of the mismatch. Thus the greater the effectiveness of integration, the greater the focus of mismatch shifted from the occipital to the frontal areas of the cortex.

At the same time the analysis of results that we have received before has shown that different observers solving a task of bimodal images identification used visual and auditory inputs differently. Experiment has been organized in such manner that parameters of unimodal stimuli and the masks provided approximately equal level of identification of visual and auditory stimuli (at level of 35-40 % of correct answers) were selected preliminary. However later, during the experiment when visual, auditory and bimodal stimuli followed randomly, observers improved the performance on one of sensor systems and reduced on another one. So they showed preference in using of a certain sensor input (visual or auditory). This, according to D. Kaneman [2], is connected with the necessity to distribute processing resources between modalities. Such distribution often happens unequal.

In this work we have aimed to define how bimodal integration efficiency is connected with the mismatch amplitude of the ERPs in groups of observers giving a priority either visual or the auditory information.

METHODS

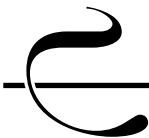
Apparatus. The experimental apparatus was based on a personal computer with a Celeron 350 MHz processor and a 15" monitor (1024 x 768 pixels, 85 Hz), a Dimond A200 video card, and a Creative Live 5.5 sound card. Sound signals were presented via Philips SBC HP800 headphones (Holland). EEG recordings were made using an eight-channel bioamplifier with an intrinsic noise level of 1 μ V and bandpass of 0.3-30 Hz.

Stimulation. We developed an alphabet of images consisting of five real objects: a train, a car, an airplane, a cat, and a dog. Each image was represented by a visual and a sound stimulus.

Visual stimuli consisted of dark outline drawings on a white background. All were of the same size and fitted in a circle of diameter 1.5. Images were presented on the computer screen and were synchronized with the frame raster. The contrast (0.15-0.30) and duration (35-60 msec) of visual stimuli were selected individually for each subject such that the recognition probability in this alphabet of images was 0.3-0.4.

The mask for the visual stimuli was obtained by superimposing all the images used. It was presented 250 msec immediately after the end of stimulus exposure. Mask contrast decreased linearly to zero over the last 100 msec.

Stimulation was performed binocularly from a distance of 115 cm. Background screen brightness was 60 cd/m². Background illumination in the experimental chamber was at a level of 20 Lx.



Sound stimuli consisted of fragments of recordings of real sounds emitted by the corresponding objects. Fragments had similar spectral characteristics and were of uniform intensity (30 dB above threshold) and duration (500 msec).

The mask for sound signals consisted of all the sounds superimposed. This was presented simultaneously with the stimulus. Sound signal intensity decreased linearly to zero over the last 250 msec.

Sound stimulation was performed binaurally. The probability of auditory stimulus recognition was also 0.3–0.4. This was ensured by individual selection of the necessary mask intensity.

Recordings. EEG recordings were made from the surface of the head using eight monopolar leads (F3, F4, C3, C4, P3, P4, O1, and O2) in accord with the standard 10/20 system. The reference consisted of combined ear lobe electrodes. Signals were digitized using a 16-channel analog-to-digital converter with a sampling frequency of 200 Hz; data were recorded on the computer hard disk.

Procedure. Visual, auditory, and bimodal stimuli were presented at intervals of 4–6 sec in random order. The subject's task was to recognize the images presented. The subject named the image in response to the experimenter's signal. Each subject was initially familiarized with the set of visual and auditory stimuli. The stimulation parameters giving the recognition probabilities indicated above for unimodal stimuli were then individually selected.

Processing. After recordings were made, visual control was used to select artifact-free fragments of EEG traces (100 msec before the stimulus and 500 msec after the stimulus). Visual, auditory, and bimodal ERP were obtained by averaging 100 artifact-free EEG fragments. Averaging was performed independently of recognition correctness. The null line for all ERP was determined as the mean level of the prestimulus EEG segment.

ERP obtained in response to sound and auditory unimodal stimulation were then summed. Summed curves were subtracted from the ERP in response to bimodal stimuli. This yielded mismatch curves for each lead. Individual mismatch curves were averaged by subject group with simultaneous calculation of significant intervals at the 5% significance level. The results of each experiment yielded probabilities that subjects would recognize the visual (p_v), auditory (p_a), and bimodal (p_{va}) stimuli. These values were used to calculate the parameters of the "ideal observer" (p_{io}): the probability of recognition of bimodal stimuli which could potentially be achieved on integration of decisions taken independently by the visual and auditory analyzers. This measure was calculated using the equation used for calculation of the probability of independent events:

$$p_{io} = p_v + p_a - p_v \cdot p_a$$

The effectiveness of visual-auditory integration (E) was assessed as

$$E = 1 - (p_{io} - p_{va}) / (p_{io} - p_r),$$

where p_r is the probability of random guessing (in our experiments, $p_r = 0.2$).

The difference $p_{io} - p_r$ yields a corridor of values in which the experimentally obtained probability p_{va} can be located. The difference $p_{io} - p_{va}$ identifies the position



of p_{va} within this corridor. Effectiveness tends to unity when the difference between the theoretical and experimental probabilities decreases and reaches it when p_{va} becomes equal to p_{io} . If the subject's results for each sensory input are at the level of random guessing, then the effectiveness of integration is zero. The relationship between the amplitude of mismatch in each lead with the effectiveness of integration was assessed by group of subjects by correlation analysis.

Subjects. Experiments involved 25 subjects of both genders, aged 19–21 years, without visual or auditory pathology. Based on psychophysical results of the experiments two observer groups were formed consisting of 10 persons according to its performance of the unimodal stimuli recognition. The first group was formed from observers for which the probability of visual stimuli recognition was greater in comparison with auditory stimuli. The second group included observers for which the probability of auditory stimuli recognition was greater. Future processing and analyzing were realized within formed groups. All subjects were informed of the experimental procedure and were assured that the experiments were safe; they gave consent to take part in the studies. Investigations were performed in accord with ethical standards.

RESULTS

ERPs to randomly following visual, auditory and bimodal stimuli were registered by means of 8 electrodes during each of 25 experiments. The individual mismatch curves for each area of each observer have been received after subtraction from bimodal ERP the sum of unimodal responses. Then they have been averaged on the general group of observers (fig. 1).

As shown in Fig. 1, mismatch was seen at all recording points; they appeared quite quickly, but were most expressed after 150 milliseconds. The beginning of the first mismatch component coincides with the onset of bimodal ERP, i.e. it has the latency approximately 60-70 ms and all its extent has no more than 10-15 ms. Its appearance is caused by decrease of first bimodal ERP wave amplitude in comparison with the sum curve. All subsequent mismatch components arising in period of 130-300 ms reflect increase of the later bimodal ERP waves amplitude. Thus we can speak about two oppositely directed processes. The first, short, is localized in the limited area (F4, C3, C4). The second, long, is disclosed in all electrodes and is expressed better. This result is received on the general group of observers.

Then all observers were ranked according to their individual performances of unimodal visual and auditory stimuli. On one row end there are observers with the greatest difference between p_a and p_v , on other end – with the greatest difference between p_v and p_a . Ten observers from both sides on the row were pooled into two groups: those who give priority to auditory information and those who prefer visual signals. Further the analysis of the received results was spent for each group separately.

In the previous research we discovered the direct correlation between the mismatch amplitude and efficiency of visual-auditory integration. Now we defined how these functions are shown in two groups.

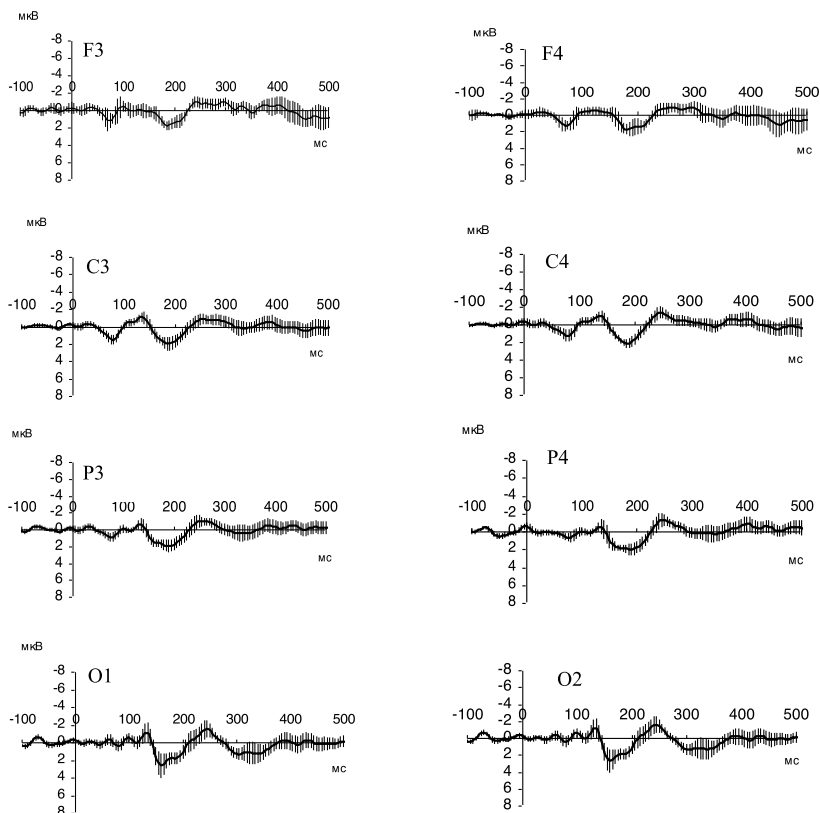
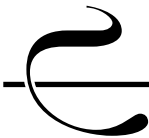


Fig. 1. Difference in bimodal ELP and summed curves averaged for the whole group of subjects. The vertical lines on the curves show significant intervals at the 5% significance level

At first we have established how the mismatch amplitude in each derivation correlates with efficiency of visually-auditory integration. The received results are presented in table 1.

Table 1

Correlation between efficiency of bimodal integration and the mismatch amplitude

Cortex areas	Dominance of the visual input		Dominance of auditory input	
	left	right	left	right
Frontal cortex	0,81*	0,58	-0,62	-0,44
Temporal cortex	0,82*	0,54	-0,15	-0,11
Parietal cortex	0,53	0,44	-0,28	-0,74*
Occipital cortex	0,13	0,35	-0,45	-0,11

The asterisk notes statistically reliable values ($p \leq 0,05$).



At once the obvious fact attracts attention. The correlation between the mismatch amplitude and the efficiency of the bimodal integration is positive in the observers who prefer the visual information. On the contrary, in those observers who prefer the auditory information the correlation has negative character.

In the first group the correlation is higher in the left hemisphere, in the second one is in the right. In those who prefer visual information the correlation is most expressed in frontal and temporal cortex. In those who are guided by an auditory input the correlation is maximal in parietal cortex. The received results are well illustrated by the diagrams on fig. 2.

The generalized results show that in two compared groups the revealed dependences have opposite character. At the same time the correlation between the mismatch amplitude and the integration efficiency is essentially higher in group of those who prefer visual information.

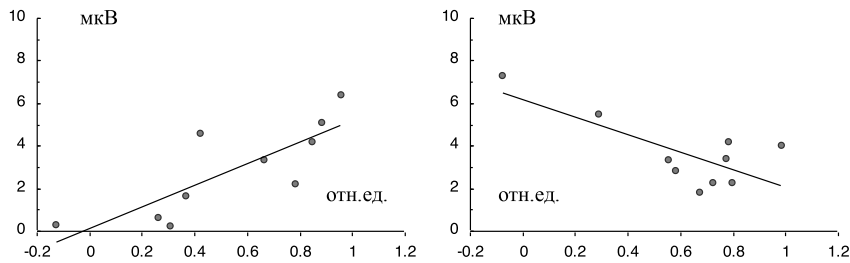


Fig. 2. The efficiency of bimodal integration (an abscissa axis) and the mismatch amplitude (an ordinate axis). This function which is in left frontal cortex at the priority of a visual input is shown at the left graph. At the right graph is shown the function in the right parietal cortex during priority auditory input. The functions of linear regression are shown

DISCUSSION

The received data suggest that the mismatch between bimodal ERP and a curve received as a result of summation of unimodal responses to visual and auditory stimuli is appeared in all derivations. This fact can testify the generalized character of the processes providing intersensory integration. Besides, in the previous research we have discovered that the efficiency of visually-auditory integration is higher, the amplitude of discovered mismatches is bigger. This dependence is more expressed in anterior cortex areas of the left hemisphere [1]. We will remind that these data have been received without taking into account of visual and auditory input efficiency.

In present research we have studied these questions subject to this problem. The received results have demonstrated that the revealed functions have an opposite character in comparing groups. In group preferring visual information the mismatch amplitude correlates with the intersensory integration efficiency and such correlation reaches the highest values in frontal and temporal cortex of a left hemisphere. For

the observers preferring auditory information this dependence has negative character and is more expressed in a parietal cortex of the right hemisphere. The integrated results are presented on the three-dimensional diagram in which the data of both groups are approximated by the least-squares method (fig. 3). The left frontal cortex is taken here as an example.

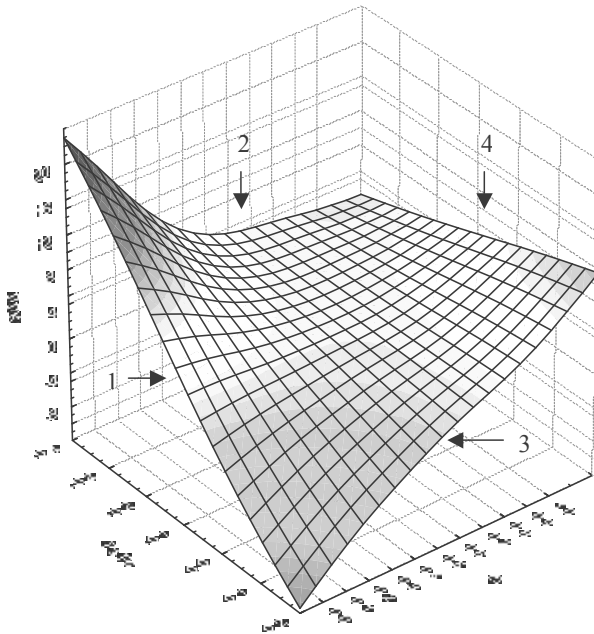


Fig. 3. The relationship between intersensory integration efficiency, relative efficiency of sensory inputs and the mismatch amplitude in left frontal cortex. Symbols for axes: E – efficiency of integration (relative units), P_{av} – a difference between probability of an identification of visual and acoustical stimuli (rel. un.), LFC – amplitude of a mismatch in the left frontal cortex (μV)

It is noticeably that when efficiency of visually-auditory integration is low the mismatch amplitude of the ERPs is essentially higher at those observers who prefer auditory information, in comparison with those who is guided by a visual input (on the diagram the dependence is designated by number 1). However during the increase of integration efficiency in the auditory-observers the mismatch amplitude decreases (dependence 2), and in visual-observers it increases (dependence 3). As a result when values of efficiency are high the mismatch amplitude becomes higher in those who prefer the visual information (dependence 4).

What do the received data specify? Conclusion we can make is suitable to illustrate with the diagram, shown on fig. 4.

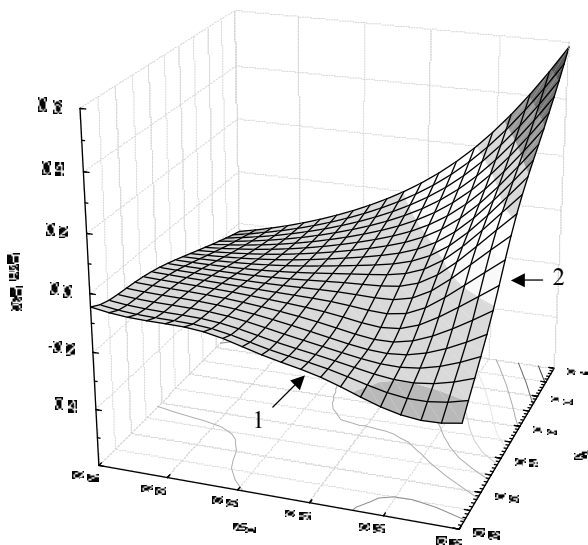


Fig. 4. Relation of the visual-auditory integration efficiency with probability of the unimodal stimuli identification. Symbols for axes: P_v – probability of visual stimuli identification (rel. un.), P_a – probability of auditory stimuli identification (rel. un.), $P_{io} - P_{va}$ – approximation degree to performance of «the ideal observer».

There is the integrated data for the whole group of subjects on this diagram too. Apparently if the visual input is poorly used the increase of the auditory channel significance is accompanied by the modest rise of intersensory integration efficiency (dependence 1). If the auditory input is weakly used the increase of the visual channel significance is accompanied by the considerable rise of intersensory integration efficiency (dependence 2). Thus, the efficiency of intersensory integration the higher, the efficiency of auditory input the lower and the efficiency of visual input the higher (a diagonal between left and right surface corners). On the contrary, equal distribution of resources between modalities is less effective for intersensory integration (a diagonal between near and far plane corners).

How can we interpret such conclusion? It was shown by Colavita [5] in 1971 that it is peculiar to man to use visual information first of all. The signals of other modalities have standby importance in a way, but at the same time the integration of mechanisms are realized in brain and they beneficate the visual images by information of other modalities. The received results suggest that this intersensory integration is rather effective. However when we have to rely on unvisual signals (e.g. auditory) to solve task their interaction with the visual information becomes essentially less effective as appeared. It seems the information transfer through intersensory communications has unidirectional character. So, the auditory information can expand visual, but opposite process is inefficient. The auditory system has to solve recognition tasks on one's own.



If it is considered that the integration efficiency correlates with the mismatch amplitude [1] it becomes clear why this relationship decreases at first and then gets the inverse sign as the auditory input priority increases. But how did we find certain law for whole sample [1] if the results in two comparing groups are opposite? The answer is clear: the dependence is more expressed for subjects having visual input priority. As a result the total dependence coincides with one which is specific for subjects having visual input priority.

CONCLUSION

The received results allow one to make the following conclusion: the mismatch amplitude of bimodal ERP and the sum of unimodal responses correlates with the visual-auditory integration efficiency; in turn the integration efficiency depends on relative efficiency of visual and auditory inputs; the integration is more effective when the relative efficiency of a visual input is higher.

This result can also present a certain interest for solving the problems of person-operator activity optimization.

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PERSONAL PSYCHOLOGY

Vorobjeva E.V., Popova V.A.
Research of intelligence and motivation
of achievement of twins

Research is executed at financial support of the Russian humanitarian scientific fund within the limits of research project («Research of intelligence and motivation of achievement of twins»), the project № 08-06-00753a.

The motivation of achievement and psychometric intelligence were studied at 85 pairs monozygotic and 84 pairs dizygotic twins at the age of 16-20 years. Diagnostics of psychometric intelligence was spent with application of the Wechsler Adult Intelligence Scale (WAIS), for diagnostics of motivation of achievement A. Mehrabian's questionnaire and H. Heckhausen's projective test was used.

In structure of the Wechsler Adult Intelligence Scale are allocated experience subtests which productivity of performance depends mainly on the saved up experience («Information», «Vocabulary» «Digit Symbol-Coding», «Arithmetic») and personality subtests which productivity of performance depends on individual distinctions («Picture Completion», «Consecutive pictures (Sorting)», «Digit Span»). The indicators of heritability received on experience subtests to subtests of the WAIS significantly above, than indicators on personality subtests.

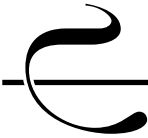
The interrelation of intelligence and achievement's motivation has complementary character and is differently shown depending on IQ: at high indicators of intelligence phenotypical correlation with achievement's motivation is positive, and at low – is negative.

The greatest influence on phenotypical variability of achievement's motivation (as implicit, and self-attributed) render shared environment factors, for self-attributed achievement's motivation presence and enough the expressed influence of genetic factors is established.

Key words: *structurally-dynamic model of intelligence, motivation of achievement, twins, heritability, common environment, shared environment.*

The psychogenetic approach to research of psychological signs was actively enough developed with reference to intelligence as a whole and to separate private mental abilities (Ravich-Sherbo I.V., 2000; Malikh S.B., 2004; Egorova M.S., 2004; Posthuma D., 2001), recently there were the psychogenetic works devoted to studying of a role hereditary and environmental of factors in phenotypical of variability of motivation of achievement (Egorova M.S., 2004) [2, 4, 5, 6, 7, 9, 13, 19].

The intelligence and motivation of achievement in the given work are considered as the interconnected elements of the uniform structure promoting adaptation of the person to vital conditions [1]. Motivation of achievement – psychological concept, reflecting aspiration of the person to achieve significant (powerful) results in certain



activity (more often results connect with educational or professional work) [17]. In the given work two versions of motivation of achievement (on Mc. Clelland D.C.) will be considered: implicit (nonverbal, it is tested with use of projective tests of type TAT) and self-attributed motivation of achievement (verbal, is tested by questionnaires) [18].

In Moscow twins the research spent by M.S. Egorova with co-authors, estimations of phenotypical variability of motivation of achievement estimated with use of a questionnaire of A. Mehrabian have been received. According to the data received in this work, genetic factors define 20 % of variability of the given characteristic [5]. Determination of motivation of achievement by a genotype can be explained or its inclusion as a component in base properties of the person, or communication with genetically caused characteristics (intelligence, temperament) [10]. Really, as it has been shown in variety of researches, the general psychometric intelligence and motivation of achievement significantly correlate at high indicators IQ [17]. Given results have found the theoretical generalisation in model «Additionality» by Heckhausen H. according to which at achievement IQ of certain (high) level real achievements of individuals depend on distinctions in motivation level, and at low level IQ motivation level cannot render essential influence on productivity any more [17].

By psychogenetic researches of intelligence it has been shown, that the estimation of the contribution genetic making phenotypical on the general intelligence makes dispersions about 50 % [5]. The estimations of heritability of verbal intelligence received in various works exceed those for nonverbal [5, 13, 20]. Last years D.V. Ushakov is developed structurally-dynamic model of intelligence which postulates, that level of heritability of special ability is defined by degree of display, involvement in it of «mental potential». The Mental potential – «individually expressed ability to formation of the functional systems responsible for intellectual behaviour» [15, p. 57]. At performance of certain intellectual activity the time and other resources spent for it, are taken away from other kinds of activity, there is «a potential distribution», and, that kind of intellectual activity which to a thicket is carried out, is more claimed in the given society, and will have higher indicators of heritability, in it in more degrees «mental potential» will be shown. So, for example, this position of the structurally-dynamic theory explains higher heritability of verbal intelligence which in a technocratic society, undoubtedly, is more claimed, than nonverbal.

In structurally-dynamic model of intelligence distinction in structure of intelligence of executive and operating processes is entered. The mechanisms which are carrying out construction or transformation of intellectual operations concern the executive, speed and accuracy of processing of the information depends on these mechanisms. Operating processes are connected with planning and the control of the actions which are carried out by executive processes. The choice of strategy of realisation of intellectual activity, persistence depends on operating processes. Operating processes are subject to action environmental factors and well trained. In structure of tests of D. Wechsler D.V. Ushakov allocates three groups of subtests: hronological (which productivity of performance depends mainly from saved up with the years experience and knowledge,



for example, subtests «Information», «Vocabulary», «Digit Symbol-Coding», «Arithmetic»); personological (which productivity of performance depends, mainly, from individual distinctions: subtests «Picture Completion», «Consecutive pictures (Sorting)», «Digit Span») and intermediate («Object Assembly», «Block Design», «Comprehension», «Similarities»). Hronological subtests, according to the spent D.V. Ushakov to the analysis of data twins the research executed by S. Vandenberg [20], give significantly higher indicators of heritability, than personological [16].

In our work following **problems** have been put:

- to estimate the contribution genetic, common environment and shared environment factors in phenotypical dispersion of indicators of verbal and nonverbal intelligence, implicit and self-attributed motivation of achievement;
- to allocate «extreme» subgroups on level IQ and to define phenotypical correlations with level of motivation of achievement;
- to spend correlation of the received results with the substantive provisions which have been put forward within the limits of the structurally-dynamic theory of intelligence.

Sample at the age from 16 till 20 years (85 steams MZ of twins have made of them male – 43 steams, female – 42 steams), 84 steams DZ of twins (male – 38 steams, female – 46 steams). Middle age of examinees – 18.3 years.

All examinees without deviations in a state of health, participated in research voluntary.

Research methods. In the course of research carrying out following methods were used: questioning, testing, twins method, methods of mathematical statistics.

The analysis method was applied to an estimation zigoticity twins polisymptomatic similarities to the questionnaire application, the developed Talyzina N.F., Krivtsova S.V., Muhamatulina E.A. [14].

Intelligence diagnostics was carried out by means of the test of intelligence of D. Wechsler WAIS adapted by employees of the St.-Petersburg research psychoneurological institute of V.M. Bekhterev [8]. The test consists of 11 subtests. All subtests are divided into 2 groups – verbal (6) and nonverbal (5).

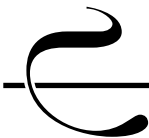
Diagnostics of self-attributed motivation of achievement was spent with application of «Questionnaire of motivation of achievement», developed by A.Mehrabian [11], implicit – H. Heckhausen projective test [12].

For an estimation of heritability and environmental influences it was used indicator of heritability by Ignatyev and following equations:

$$h^2 = 2(r(MZ) - r(DZ)); c^2 = r(MZ) - h^2; e^2 = 1 - h^2 - c^2, \text{ where}$$

$r(MZ)$ – intrapair correlation monozygotic twins; $r(DZ)$ – intrapair correlation unisex dizozygotic twins; c^2 – common environment; e^2 – shared environment [5].

Mathematical data processing was carried out by means of methods of mathematical statistics: the correlation analysis on Spearman, estimations of the importance of distinctions of factors of correlation. Computer processing of results was spent under program Statistica 6.0.



The received results

In table 1 results of the correlation analysis of intrapair similarity MZ and DZ twins on indicators of the Wechsler's test are presented.

Table 1

Intrapair correlations of indicators of Wechsler's test of MZ and DZ twins, the contribution of the genetic (h^2), common environment (c^2), shared environment, shared environment (e^2) components of phenotypical dispersion (* $p < 0,05$; ** $p < 0,01$; * $p < 0,001$) ***

Subtests		Values				
		r (MZ)	r (DZ)	h^2	c^2	e^2
Verbal subtests	Information	0,83 ***	0,42 **	0,82	0,01	0,17
	Comprehension	0,85 ***	0,54 **	0,62	0,23	0,15
	Arithmetic	0,79 ***	0,37 **	(0,79)	0	(0,21)
	Similarities	0,71 ***	0,39 **	0,64	0,07	0,29
	Digit Span	0,76 ***	0,54 **	0,44	0,32	0,24
	Vocabulary	0,81 ***	0,38 **	(0,81)	0	(0,19)
Nonverbal subtests	Digit Symbol-Coding	0,59 ***	0,29 **	(0,59)	0	(0,41)
	Picture Completion	0,78 ***	0,55 **	0,46	0,32	0,22
	Block Design	0,81 ***	0,55 **	0,52	0,29	0,19
	Consecutive pictures (Sorting)	0,67 ***	0,45 **	0,44	0,23	0,33
	Object Assembly	0,67 ***	0,38 **	0,58	0,09	0,33
Verbal IQ		0,88 ***	0,53 **	0,7	0,18	0,12
Nonverbal IQ		0,77 ***	0,51 **	0,52	0,25	0,23
The general IQ		0,85 ***	0,53 **	0,64	0,21	0,15

*The note: if r (MZ) < 0 or r (MZ) > 2 r (DZ), h^2 equated r (MZ); if r (MZ) < r (DZ), $h^2 = 0$; if r (MZ) < 0, h^2 not calculated [5, p. 288].

Analyzing the data cited in table 1, it is necessary to note significant intrapair correlations at MZ and DZ twins on all indicators of verbal and nonverbal intelligence. On the basis of intrapair factors of correlation estimations of heritability of indicators of intelligence, and also influence on phenotypical variability of intellectual indicators of the general and divided environment have been received.

It is as a result received, that on phenotypical variability both verbal, and nonverbal indicators the greatest influence is rendered by hereditary factors, thus heritability both separate verbal subtests, and verbal intelligence above, than nonverbal (distinctions for the general indicators are significant at level $p < 0.05$).

Influence of factors of the general environment above for indicators under subtests «Comprehension», «Digit Span», «Picture Completion», «Block Design», and influence of the individual environment above under subtests «Arithmetic», «Digit Symbol-Coding» (distinctions are significant at level $p < 0.01$) «Vocabulary», «Consecutive pictures (Sorting)», «Object Assembly».



Results of an estimation of intrapair similarity MZ and DZ twins and components phenotypical are presented a dispersion of indicators of motivation of achievement in table 2.

Table 2

Intrapair correlations of indicators of MZ and DZ twins, the contribution of the genetic (h^2), common environment (c^2), shared environment, shared environment (e^2) components of phenotypical dispersion of motivation of achievement diagnosed by A. Mehrabian's questionnaire and H. Heckhausen's projective test (* $p < 0,05$; ** $p < 0,01$)

Techniques		Values				
		r (MZ)	r (DZ)	h^2	c^2	e^2
Heckhausen's test	Aspiration to success	0,41 **	0,43 **	0	0,41	0,59
	Failure avoiding	0,31*	0,32*	0	0,31	0,69
A. Mehrabian's questionnaire		0,45 **	0,26	0,38	0,07	0,55

It is received, that phenotypical variability implicit motivations of achievement is defined by influence environmental factors, thus for motivation of aspiration to success the share of influences of the individual environment makes 59 %, the general environment – 41 %, motivations of avoiding of failure – 69 % and 31 % accordingly. For self-attributed motivation of achievement the share of a genetic component in phenotypical variabilities has made 38 %, and the basic influences on phenotypical variability render factors of the individual environment (55 %).

Allocation of «extreme» groups on level IQ and definition phenotypical correlations with level of motivation of achievement. Among all surveyed subgroups with high values IQ, components of 120 and more points on scale IQ, and also a subgroup surveyed with low values IQ (79 and less points on scale IQ) has been allocated. Processing of the received data with program use «Statistica» has shown, that in a subgroup with high indicators on scale IQ there is a direct significant dependence between level IQ and the expressiveness of motivation of achievement diagnosed with use of a questionnaire of A.Mehrabian ($r = 0,59^{**}$, $p < 0,01$), and also direct significant correlation dependence with expressiveness of motive of avoiding of failure by H. Heckhausen's projective technique ($r = 0,62^{**}$, $p < 0,01$) (Table 3).

Table 3

Estimation of the importance of distinctions of factors phenotypical correlations of indicators of intelligence and motivation of achievement in different subgroups on IQ (– $p < 0,01$)**

Subgroups by IQ level	Estimation of correlation with indicators of self-attributed motivation of achievement	Estimation of correlation with indicators implicit motivations of achievement
With high intelligence	0,59 **	0,62 **
With low intelligence	0,39 **	0,52 **



In a subgroup surveyed with low values IQ significant dependence between level IQ and the self-attributed motivation of achievement diagnosed by a questionnaire ($r = -0,39^*$, $p < 0,01$), thus significant negative correlation dependence with expressiveness of motive of aspiration to success by H. Heckhausen's projective technique ($r = -0,52^{**}$, $p < 0,01$) has been revealed negative correlation (Table 3).

Discussion of results. The data obtained in our work about higher indicators of heritability of verbal intelligence will be co-ordinated with results of works of other authors. So, for example, M.S. Egorova, N.M. Zyrjanova, S.D. Pjankova has been shown, that in the greatest measure the characteristics defining structure cognitive activity at teenage – the features connected with verbally – logic thinking [6] are caused by a genotype.

The data obtained by us confirm the substantive provisions formulated in structurally-dynamic model of intelligence, the offered D.V. Ushakov. So, the indicators of heritability received on hronological subtests («Information» ($h^2 = 0,82$), «Vocabulary» ($h^2 = 0,81$), «Digit Symbol-Coding» ($h^2 = 0,59$), «Arithmetic» ($h^2 = 0,79$)) significantly differ ($p < 0.01$) from indicators on personological subtests («Picture Completion» ($h^2 = 0,46$), «Consecutive pictures (Sorting)» ($h^2 = 0,44$), «Digit Span» ($h^2 = 0,44$)).

Nonverbal intelligence as ability to the analysis of the material presented in the evident form, at the person is formed in ontogenez on the basis of the verbal. This law for the first time noted by V.N. Druzhinin [3], proves to be true our data about indicators of heritability both nonverbal intelligence as a whole, and its separate factors (subtests) which in enough high degree are determined environmental by influences.

Success cognitive activity is defined not only intellectual resources of the subject with which it can involve for its realisation, but also and substantially by an end result anticipation, image of «success» or «failure» which develops at the subject and defines its motivational strategy.

Received in our work environmental determination phenotypical variabilities implicit motivations of achievement (it is bad verbalized, according to J. Atkinson) can testify that the given kind of motivation of achievement is formed in ontogenez on the basis of self-attributed motivation of achievement. Self-attributed and implicit motivation of achievement differ first of all in the ways of expressiveness in consciousness of the subject. In the first case is a verbal material, and in the second – nonverbal, figurative. Implicit the motivation of achievement is formed in ontogenez on the basis of self-attributed, as nonverbal intelligence – on the basis of verbal.

In our work it is received, that at high indicators of intelligence the surveyed have an advanced self-attributed motivation of achievement, and also expressed implicit motive of avoiding of failure. For surveyed with low values of intelligence value IQ, the above motivation of achievement which has compensating low IQ character have been established, that the more low, thus at the surveyed is expressed implicit motive of aspiration to success. Thus, at high indicators of intelligence phenotypical correlation with motivation of achievement has a positive sign, and at low – negative.



Conclusions

1. The indicators of heritability received on hronological subtests of the test of D. Wechsler significantly above, than indicators on personological subtests that confirms position of the structurally-dynamic theory of D.V. Ushakov that the contribution of hereditary factors is higher for those abilities which are claimed environment and are often realised by the individual.
2. The interrelation of intelligence and motivation of achievement has complementary character and is differently shown depending on IQ: at high indicators of intelligence phenotypical correlation with motivation of achievement is positive, and at low – is negative. At high indicators of intelligence improvement of intellectual efficiency is reached at the expense of actualisation of motivation of aspiration to success and, the it above, the above there will be real achievements of the individual. At people with low intellectual indicators improvement of intellectual efficiency is reached at the expense of actualisation of motivation of avoiding of failure, and, than the motivation of avoiding of failure is more expressed, especially high indicators of intellectual efficiency can be reached.
3. The greatest influence on phenotypical variability of motivation of achievement (as implicit, and self-attributed) render shared environment factors, besides, for self-attributed motivation of achievement presence and enough the expressed influence of genetic factors is established.

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Haritonova E.V.

Demand of the person from positions of the system approach

In article the phenomenon of a demand from positions of the system approach is analyzed, character of this system is defined, the analysis of a demand of the person from positions of different plans is carried out: target, structural, componental, functional and genetic.

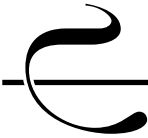
Key words: *a phenomenon of a demand of the person; the demanded, significant person for others; the system analysis; activity, personal value.*

In connection with the changes which have occurred in our country for last decades, special importance represents deep studying of all complex of the substantial socially-psychological phenomena characterising a modern society. The last, first of all, are understood as the phenomena expressing filled sense the relation of the public individual or group of individuals to world around: values, belief, ideals, social installations, social norms, traditions, etc. [5]. I.G. Dubok underlines, that now overwhelming majority of the domestic empirical researches, concerning private world of people as social beings, is directed on studying of mechanisms of formation and interaction of various socially-psychological phenomena in consciousness of representatives both big, and small groups. The description and the analysis of phenomena as those [5] is thus ignored. One of such phenomena, in our opinion, is the demand of the person.

The carried out analysis of the diverse literature allows to ascertain absence both theoretical working out, and empirical researches of the given phenomenon with application of various methods and approaches. Till now in a science there is no understanding of essence of a demand, its genesis and features of display. Besides, despite wide enough use of concepts the demand – undemand in everyday and a language of science, in the majority the general sensible, philosophical and linguistic dictionaries is absent their definition. Comparison of close concepts of an explanatory dictionary of Russian, and also English terms «relevant» (a demand; the relevant; the significant; the essential; important), «essential», «relevant», «important» (claimed) and «dispensable» (unessential, insignificant), has allowed to ascertain the following: to be claimed – means to be to necessary, useful, significant, productive, forces finding application, knowledge and critically directed mind. Accordingly, claimed, or Significant for others, we consider the person estimating and-or others as necessary, useful, valuable, productive.

The expressed interest in sociological researches to a phenomenon of “redundancy”; uselessness, non-use (i.e. a demand back) the person underlines scale of the studied phenomenon.

So, according to Z. Bauman, an inevitable by-product of economic progress is «a human waste», not the people necessary to these society – migrants, refugees, etc., i.e. huge weight of the people deprived of adequate means of a survival [25]. In Russia



such derelicts – 12 million the normal people, trying to make ends meet, but at the same time being out of a society [24]. To become not demanded everyone can to 25 and after 45 years; by a trade: the teacher, the doctor, the engineer, the science officer, the pensioner. If to speak about not demanded professionals, that, according to respondents, occurrence of those in a society: on the average – 50 % (from the point of view, students); 50-70 % (from the point of view, respondents mature and advanced age) [18]. More than 55 % of businessmen of sphere of the small-scale business, cities working in the markets, consider themselves not claimed both as professionals, and as persons. People of advanced age in 60-70 % of cases mark the uselessness «neither native, nor the country». In the first case, it is possible to speak about the mental tearing away of a trade observed in «the standard of the murgeanalism» (E.P. Yermolaev) [8]. Tearing away by the subject of a trade, along with various forms of experience of crisis of a demand as contradictions between objective conditions of “redundancy”, uselessness, non-use the person and requirement of the person to be claimed, we have revealed at considerable number of businessmen of sphere of the small-scale business, of Krasnodar working in the markets [19]. For the majority of people of advanced age against professional and personal deidentification «mental tearing away» professional experience and life, in whole [20, 21] is characteristic.

The reference of attention of sociologists to a demand phenomenon as to the social phenomenon expressed in uselessness, non-use the person and its possibilities mismatching requirements which have actually developed in a given society, underlines its macrosocial character.

The analysis of macrosocial factors, are potentialing development of personal crises during the period transformed changes in a society, has sociological character and does not mention personal, a psychological aspect of this phenomenon. That becomes object of steadfast attention of sociologists, deeply roots leaves in the intrapersonal problems, as one of which basic contradictions the mismatch between actual potential of the person and social possibilities of its display acts. During an epoch of global social and economic and cultural changes more and more significant there is a problem of the personal crises caused by changes of the significant parties of system of relations of the person [16]. The researches carried out by us give the basis to assert, that demand crisis is that, and it, in turn, causes importance of the system approach in studying of a phenomenon of a demand of the person.

According to B.F. Lomova the nature of the mental is that, that in the course of its research it is necessary to consider a number relations of the different order: the relation of reflexion to reflected object (reflexion as the image of object understood in a broad sense), the relation of reflexion to its carrier (reflexion as brain function), the relation of reflexion to behaviour (reflexion as a behaviour regulator). All these relations are realised in the uniform process which dynamics depends on concrete conditions of its course. Thus, necessity of a combination of several plans of the analysis follows from the essence of the mental phenomena [11]. The demand as the difficult multilevel mental formation which is under construction hierarchically, possessing dynamics,



having communications with others psychological formations (activity, sense, value, an environment, dialogue, professional work, etc.), can act as object of the system analysis.

Research of a demand from positions of the system analysis assumes definition of character of this system. As the bases for classification of systems following criteria act: a kind of displayed object; science branch which frameworks system research is carried out; a kind of the formalized device of representation of system; degree of communication with an environment, level of complexity and organisation degree. On character «the demand of the person» can be defined as difficult, psychologically determined, opened, the system of self-organising, having two plane of display: ek-stra – and introsychical.

The extropsychical plane of a demand is shown by system reflexion «I-others». This objective (real) relation of others to the person as significant for others and-or to the competent professional.

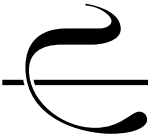
Characterising social representations as components of individual consciousness of the person in which representations about others and about themselves are already connected, K.A. Abulhanova and E.V. Gordienko have included in set of these relations the fourth making – the relation of others to me, its expectation, expectancy [1]. The extropsychical plane of display of a demand is closely connected through reflexion of the objective (real) relation of others to the person and expectancy with introsychical a plane, in particular intellectual the component includes not only an image of the demanded person, but also according to dialogue character of consciousness [2] – a prediction, a presentiment of opinion of another about the value, the importance.

Defining a demand phenomenon as metasystem of subjective relations to as Significant for others, we, first of all lean against the concept of relations of V.N. Mjasishcheva. As the phenomena close to investigated, it is possible to name reflected I as ideal representation and continuation the person in people [13]; the self-affirmation as conviction of the person that it something costs, possesses certain value – its own I, its identity [22], aspiration to the personal importance [23], «feeling of own importance» [14], «self-respect» [15], etc.

The system approach in psychology assumes the analysis from positions of different plans. For us interest was represented, first of all, by genetic, target, structural, componental and functional plans of the analysis.

The genetic analysis assumes phenomenon consideration in development, disclosing of the nature of the subject through set of its relations to the world. In human life various kinds of activity are realised, first of all, in aggregate relations of the person to the nature, and other people.

Only within the limits of joint life there is that allows the subject to exceed level and to pass border of former possibilities, that actually and causes occurrence of activity [17]. Within the limits of psychological knowledge the concept of activity is used in nonspecific and specific values. In nonspecific value concept of activity connect with search and judgement of those characteristics mental which fall outside the lim-



its adaptive, adaptive activity of the individual [7]. In the specific value the activity category appears as special quality, level of the mental phenomenon which reveals through the relation with the contrast – passivity. Under passivity in various areas of modern psychology represent «not easier representations about absence of any activity, or about its smaller intensity, and ideas about qualitative other, lower level of functioning mental more often. In the specific value the psychological maintenance of activity reflects not so much quantitative, how many qualitative characteristics of the mental phenomena» [4].

The analysis of dynamics of display of timeliness of activity of the person in personal development has allowed us to assume, that originally activity display in specific value is accompanied by experience of its demand, being gradually transformed and getting substantial, semantic filling (nonspecific value). Having begun the development with experience by the child of the importance for parents the given phenomenon gradually is transformed through unstable, directly caused by an affective condition by the relations, in due course becoming more and more steady and independent of external objects, and further to steady system of relations, system forming as which factor the demand as personal value acts. In process there is a change a determinant, change of the system bases of a demand. Through identification with referential social groups and community value to be demanded becomes personal. Transformation of sense of a demand consists and in reevaluation of the importance for the person of separate components of the given phenomenon and in further dynamics of its status as personal value: from creative value through value of experience to value of the relation.

The target analysis. According to the basic definitions of personal value, it is “tinned” relations of the person with the world, reflecting invariant aspects of universal experience [10]; realised, «reflexed» most the general semantic formations [3]. That is the demand represents the complete formation which is a part of the big whole – life experience of the subject. A demand special-purpose designation – to integrate all subjective representations about means and results of activity of the person (whether it be professional, communicative and so forth) In the uniform formation allowing in the further activity to reach of desirable practical or other significant result. This or that component of a demand (intellectual, emotional and motivationno-behavioural) anyhow participates in purpose achievement. The system bases, that is levels which underlie functioning of system of a demand of the person, it, first of all what provide its basic functions (that is its primary goals allow system to solve): representation, integration, motivation.

The structural analysis assumes studying of the internal organisation of system at which the object is considered from the various parties. In demand structure as difficult phenomenon it is possible to differentiate following levels: integrity level (actually system level) – socially – psychological demand; level of the separate subsystems included in difficult whole, of its various functional displays formed for maintenance (subsystem level) – personal, social, professional subsystems of a demand; level of



structural components – intellectual, emotional and motivatsionno – behavioural. In view of limiting complexity of a subject of studying in psychology.

According to A.V. Karpova, level of structural components is differentiated on actually componental and element level [9].

It is important to notice also, that allocation of personal, social and professional subsystems from complete structure of a demand of the person probably only is conditional. For demonstration of their close interrelation and interosculation ideally approaches modelling construction «bramfatura» – «penetrateny» one subsystem of other subsystem (their real непазд hypocrisy, but conceivable divisibility).

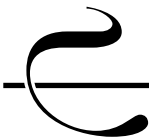
With reference to the structural analysis of a demand D.A. Leonteva's representation about levels of semantic structures [10] is interesting also.

The demand as personal value can concern a highest level of systems of semantic regulation and as a forming sense under the relation to all other structures. The second hierarchical level of semantic regulation is formed by motives, semantic construction and dispositions.

The third level is formed by personal senses and the semantic installations of concrete activity generated both motive of this activity, and steady semantic construction and dispositions of the person.

The componental analysis. According to V.N. Mjasishcheva, in each psychological fact three parties, three aspects, or three components are to some extent included: emotional, informative and strong-willed, thus he underlined, that the concept «relation components» fixes only result of consideration of the relation [12]. The relation is staticized and remedially reveals in acts, thoughts, feelings. Revealing of these components of the relation is reduced to revealing of those changes in emotional, motivatsionno-behavioural and intellectual spheres which are connected with the analyzed relation. Speaking about an emotional component of relations, V.N. Mjasishchev specifies, that emotions are closely connected with the major moment in the basic characteristic of the relation, with its selectivity, positive or negative, and its activity [12]. Thus, experience of the importance for another, passing to understanding level, is accompanied by qualitative change of a direct, emotional estimation, its transformation into a conscious estimation and, further, provides change of level of activity.

The functional analysis. A demand as personal value has functional character in the sense that can represent itself as the powerful motivational block inducing the person to activity, aimed at realisation, use, application of available experience in the professional work and vital practice. And as the adequate regulator of behaviour in the invariable environment and in new, дезадаптирующих conditions of environment can act only not broken system of relations. The demand phenomenon carries out presentation functions, (allowing the person to act as the active subject of dialogue and professional work) and representation (with which formation of figurative generalisations, subjective criteria and estimations, installations, etc. is connected). Thanking representation, the demand provides otsenочно-prognosticheskuyu the function which sense consists in «trying on» the subject on itself of new forms of vital, social and professional activity.



Thus, scientific knowledge of a phenomenon of a demand of all its displays probably only at use of system and metasystem approaches. The demand of the person is multilevel, under construction hierarchically, having communications with other psychological formations (activity, sense, value, an environment, dialogue, professional work, etc.) Metasystem of subjective relations of the person to itself as to «Significant for others» and-or to the competent professional. Recognising specificity of system of relations of the person to world around and to itself, V.N. Mjasishchev underlined, that system of public relations in which there is included each person since time of the birth and to death, forms its subjective relations to all parties of the validity [12]. In interaction with considered system the real relation to the person of other people and its own self-relation get new qualitative characteristics, measurements and the parametres forming in aggregate the higher (metasystem) level. Being complete on the psychological essence, the given phenomenon is a part of the big whole – life experience of the subject.

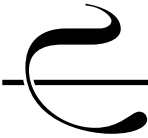
The existential mission of a demand consists in integration of all subjective representations about means and results of activity of the person in the uniform formation allowing in the further activity to reach of desirable practical or other significant result.

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Gyulushanyan K.S.

Objectivization of probable variability of the personality of teenagers living in ecologically unfavourable environment of life activity

In the article it is shown the opportunity of psychodiagnostics of variability and objectivisation of probable abnormal variability of personality on an example of the teenagers with cycloid and hysteroid structures of personal psychotype living in ecologically unfavourable life activity environment. The revealed intercombinations of psychological markers participating in discrimination of compared groups reflect expressiveness of personal decompensation and behavioural disadoption confirming the decrease of mechanisms of constitutional protection of personality in unfavourable ecological well-being conditions of life activity environment.

Key words: *psychodiagnostics, differentiation, abnormal variability, personal decompensation, behavioural disadoption, ecological conditions of life activity environment, psychological and mathematical analysis.*

Diagnostics is the fundamental concept of practical psychology and of sphere of public health and it includes all-round understanding of what occurs in mental activity of the person, of how personal and psychological experiences change, at last, how they are interconnected with change of behavioural reactions and a stereotype of behaviour as a whole. For the present research the purpose of any diagnostic system is, first of all, differentiation of such categories as norm, personal variability inside of norm, abnormal variability beyond the frameworks of norm, in ranges of abnormal variability closer to borders of norm or closer to borders of more rough anomaly, psychopathy. The leading purpose of psychodiagnostics is to correctly estimate the subject not in statics, but in dynamics, in its constantly varying subject-subject and subject-object relations. The more precisely and carefully the information is selected and used psychological parameters are adequate to tasks and purposes, the more effective there will be results of the analysis.

The purpose of the present psychodiagnostics is maintenance of the reliable forecast of natural modification of personal and psychological experiences, behavioural stereotypes in conditions of the concrete in ecological well-being life activity.

Using mathematical model we get rid of the necessity of expensive, large-scale experiments which often sin, at times by rough mistakes. Advantage of mathematical model is the opportunity to formulate a real psychological problem as mathematical, using for the analysis the universal and powerful mathematical apparatus



not dependent on natural essence of the object. The mathematical model carries out the quantitative and qualitative analysis, the combinatory analysis in various planes of three-dimensional space that helps to predict probability of variability, behaviour of the subject in various conditions. Use of modern nonparametric mathematical methods of statistics allows to research not direct cause and effect relations, but to examine variability of individual and typological properties of the personality in their many-sided nature of subject-subject and subject-object mutual relations.

Material and techniques of research. The psychological and mathematical analysis of pathocharacterological parameters of diagnostic questionnaire (PDQ – A.E. Lichko, 1978), clinical questionnaire for revealing and estimation of the neurotic status (Yakhin K.K., Mendelevich D.M., 1978), techniques “the Level of neurotization and psychopathization, LNP” (Bazhin E.V., 1976; Lasko I.B., 1980), personal questionnaire of G.J. Aizenk (1963), and also “Taylor” techniques (1953) with subsequent use of nonparametric mathematical statistics, cluster analysis with t-test (Aivazyan S.A., Bukhshtaber B.M., 1989; Zagoruiko N.G., 1999; Zhuravlev Y.I., Ryazanov V.V., Senko O.V., 2006; Hastie T., Tibshirani R., Friedman J., 2001) in combination with descriptive statistics has confirmed presence of groups of the examinees mainly corresponding to the structure of concrete personal psychotype. On the basis of the psychological and mathematical cluster analysis by results of intercombinations of psychological parameters from all studied empirical population of 2300 teenagers of male and female sex in the age of from 14 till 16 years of Stavropol Territory living in unfavourable ecological conditions of life activity environment, it has been distinguished 5 groups (clusters) with various structure of personal psychotypes: hysteroid, schizoid, epileptoid, cycloid and mixed structures. On an example of group of teenagers with **cycloid and hysteroid structures of personal** psychotype we'll show the opportunities of psychodiagnosics of variability and objectivization of probable abnormal variability of personality.

The group of teenagers with **cycloid** structure of psychotype (Tab. 1 and 2) was characterized by a high level of neurotization on LNP (high emotional excitability, $p < 0,00009$) with a low level of psychopathization ($p < 0,8$) when orientation on opinion of associates is absent or minimal. The received results indirectly confirm the characteristic of teenagers with cycloid psychotype from unfavourable life activity environment, in particular, differences of mood depending on influence of environment, and high parameters on the neurotization scale: inadequate emotional reactions, inclination to conflictness in cause of own neurotization. Also at this group the tendency to higher parameters of anxiety is observed (scale T in clinical questionnaire $p < 0,0004$), confirming probability of variability on the vector “health-illness”.



Table 1

The psychological and mathematical analysis (cluster) of the population of teenagers from unfavourable ecological life activity environment

Variable	Cluster Means (glux.sta)				
	Cluster No. 1	Cluster No. 2	Cluster No. 3	Cluster No. 4	Cluster No. 5
AI	1,99063	5,72857	-2,8500	4,9333	6,2000
I-ŌI	-1,85312	0,78095	-3,5438	1,3867	0,6000
a	1,77500	5,62857	-0,2938	4,1867	5,7125
à	-0,07500	1,99524	-2,1688	2,1400	2,5000
iä	1,07187	2,16191	-2,5375	3,1400	1,3125
ò	-0,80312	0,87619	-1,6688	2,1800	2,0000
ËY	13,65625	14,14286	12,5000	13,8667	13,7500
IO	15,06250	11,09524	16,3750	11,0000	13,5000
Ōäéëřö	24,25000	16,09524	29,9375	17,8000	17,7500
E	3,37500	3,47619	3,5625	3,2667	4,1250
V	1,15625	1,23809	2,0625	3,0667	0,5000
d	2,50000	2,42857	3,5000	3,6667	2,0000
B	3,50000	3,47619	3,2500	3,6000	3,7500
M	5,87500	6,28571	4,5000	8,4667	8,5000

Clusters of teenage psychotypes: cluster №1 – cycloid psychotype of personality, cluster №2 – hysteroid psychotype, cluster №3 – epileptoid psychotype, cluster №4 – schizoid psychotype, cluster №5 – mixed psychotype of personality.

Scales: VN – vegetative instability; O-P-D – obsessive and phobias disorders; A – ashenic displays; H – hysterical reaction; ND – neurotic depression; A – situational anxiety; IE – intro-extraversion; NA – neurotic anxiety; Taylor – constitutional anxiety; E – emancipation; V – psychological inclination to drinking alcohol; d – psychological inclination delinquency; B – index of minimal brain dysfunction; M – scale masculinization.

Table 2

Variability of psychological parameters of teenagers of the cluster with cycloid structure of psychotype (standard deviation, average values)

Variable	Descriptive Statistics for Cluster Cluster contains 32 cases		
	Mean	Standard Deviation	Variance
AI	1,99063	4,636487	21,49701
I-ŌI	-1,85312	3,336792	11,13418
a	1,77500	3,655222	13,36065
à	-0,07500	3,901861	15,22452
iä	1,07187	4,000261	16,00209
ò	-0,80312	2,442564	5,96612
ËY	13,65625	2,134348	4,55544
IO	15,06250	2,939580	8,64113
Ōäéëřö	24,25000	6,117136	37,41935
E	3,37500	1,718026	2,95161
V	1,15625	4,997479	24,97480
d	2,50000	1,796053	3,22581
B	3,50000	1,047270	1,09677



Thus, unfavourable life activity environment causes tendency to personal transformation among teenagers with cycloid structure of psychotype. The more time (years) the teenagers with considered psychotype spend in ecologically unfavourable environment of life activity, the more probable is steady personal variability from the range of psychological norm-accentuation to the range of abnormal personal variability in constitutional-continual space of the personality.

In the group of teenagers with **histeroid** structure of psychotype (table 3) there are found high parameters on extraversion and neurotism (scale E-I < 0,01), on scales of situational anxiety ($p < 0,0004$) and hysterical reaction ($p < 0,0001$), and also high level of the scale of general neurotization ($p < 0,00009$) in combination with low level of the scale of psychopathization ($p < 0,08$), that testifies to the increased general neurotization, in which structure the situational anxiety ($p < 0,0004$) and the increased level of hysterical reaction ($p < 0,0001$) play a significant role, providing negative psychotypological drift, or steady deformation of histeroid structures of the personality in conditions of long unfavourable influence of ecological factors.

Table 3

Variability of psychological parameters of teenagers of the cluster with histeroid structure of psychotype (standard deviation, average values)

Variable	Descriptive Statistics for Cluster : Cluster contains 16 cases		
	Mean	Standard Deviation	Variance
Äí	-2,8500	6,43542	41,4147
Ī-Ōí	-3,5438	2,66633	7,1093
à	-0,2938	4,09869	16,7993
è	-2,1688	3,07392	9,4490
íä	-2,5375	3,79454	14,3985
ò	-1,6688	2,61246	6,8250
ËŸ	12,5000	3,89872	15,2000
ÍÒ	16,3750	2,91833	8,5167
Öäéëïð	29,9375	4,59665	21,1292
E	3,5625	1,20934	1,4625
V	2,0625	4,63995	21,5292
d	3,5000	1,93218	3,7333
B	3,2500	1,43759	2,0667

The comparative psychological and mathematical analysis of two groups of teenagers distributed in clusters with histeroid and cycloid structures of psychotypes has shown the following results which are reflected in the table 4.



Table 4

Comparative psychological characteristics of teenagers with cycloid and hysteroid structures of psychotypes by results of the t-test

T-tests: Grouping: g (P_agg)											
Group 1: 1											
Group 2: 2											
Variable	Mean 1	Mean 2	t-value	df	p	Valid N 1	Valid N 2	Std.Dev. 1	Std.Dev. 2	F-ratio Variances	p Variances
ax	12.52941	11.82759	1.37532	61	0.174062	34	29	1.94212	2.10559	1.175422	0.651360
E	3.41176	3.20690	0.40442	61	0.687320	34	29	2.10508	1.87806	1.256381	0.541589
V	3.91176	3.06897	0.75407	61	0.453710	34	29	4.32307	4.53503	1.100463	0.785955
d	2.32353	4.10345	-2.77021	61	0.007413	34	29	2.31884	2.78189	1.439261	0.314371
D	3.82353	2.75862	3.10563	61	0.002880	34	29	1.50697	1.15434	1.704258	0.153895
B	3.79412	2.93103	2.27488	61	0.026440	34	29	1.70168	1.22273	1.936842	0.077895
M	7.26471	5.62069	2.86679	61	0.009283	34	29	2.59730	2.19437	1.400957	0.365996
F	3.41176	3.13793	0.53333	61	0.598746	34	29	2.01686	2.04807	1.031183	0.925249
AI	6.14588	0.76069	3.57786	61	0.000686	34	29	4.30329	7.44437	2.992634	0.002938
IOI	1.97618	-1.02138	3.71569	61	0.000442	34	29	2.79677	3.60162	1.658379	0.163645
A	5.91176	2.26759	3.68954	61	0.000481	34	29	3.23286	4.57661	2.004080	0.056568
E	3.91176	0.22276	4.14277	61	0.000107	34	29	2.56666	4.39000	2.925444	0.003561
IA	2.55118	-2.64897	4.48540	61	0.000033	34	29	4.31302	4.88924	1.285052	0.486435
O	3.22765	-0.34483	3.69600	61	0.000471	34	29	3.22273	4.42885	1.888577	0.080798
i	50.97059	7.93103	4.17858	61	0.000095	34	29	38.58362	43.15994	1.251283	0.533227
j	-5.79412	-6.58621	0.25315	61	0.801002	34	29	13.22940	11.29323	1.372284	0.396208
YE	15.29412	13.24138	2.59288	61	0.011897	34	29	2.96984	3.31291	1.244378	0.543229
IO	9.14706	13.06897	-2.97055	61	0.004247	34	29	5.52203	4.84717	1.297841	0.485099
Taylor	13.64706	20.00000	-2.84018	61	0.010507	34	29	8.89631	10.20504	1.315859	0.446752

The fact attracts attention: intercombination of some parameters of psychological scales is a basis of differentiation of teenagers with hysteroid and cycloid psychotypes in general population. It is necessary to note scales which values participate in discrimination (see in the text or the table a degree of reliability): delinquency, dissimulation, minimal brain dysfunction, masculinization, vegetative instability, obsessive and phobias, asthenic disorders, hysterical reaction, neurotic depression, situational anxiety, general neurotization, extra-introversion, neurotic and constitutional anxiety.

The parameters participating in discrimination of compared groups reflect expressiveness of personal decompensation and behavioural disadaptation, confirming decrease of mechanisms of constitutional protection of the personality in unfavourable ecological life activity conditions. Moreover, psychopathological tolerance of teenagers with hysteroid structure of personality to destructive ecological factors of the life activity environment appears lower, than among teenagers with cycloid structure of personal psychotype. The presented results allow to confirm, that teenagers with hysteroid structure of personal psychotype have greater tropism to external unfavourable ecological factors in comparison with the teenagers having cycloid structure of psychotype.

There attracts attention a significant specific weight of scales of the clinical questionnaire of neurotic status in discrimination of compared groups, but mainly with significant excess of average values among teenagers with cycloid structure of psychotype in comparison with teenagers with hysteroid psychotype. Most likely this fact emphasizes more expressed negative psychopathological drift of teenagers with cycloid psychotype living in unfavourable ecological life activity environment on a vector "health-illness". Noted results give the basis to assume, that teenagers with cycloid structure of personality under the influence of external destructive factors have a stratification of neurotic experiences, symptoms on cycloid personal structure, caus-



ing not only personal deformation, but also opening the way to neurotic disorders within the limits of concrete nozology.

At the same time among teenagers with hysteroid structure of the personality there prevail displays of behavioural disadoption (scale d, $p < 0,007$) and neurotic, constitutional anxiety (scales NT and T, $p < 0,004$, $p < 0,0004$), that indicates on prevailing personal decompensation and behavioural disadoption of teenagers with hysteroid psychotype on a vector "norm – pathology" under influence of ecological life activity environment. The present results give the basis to assume primary formation of abnormal personal and behavioural variability.

In the table 4 on each of 18 scales there are presented comparative mutual relations of psychological parameters of groups of teenagers with cycloid and hysteroid psychotypes which authentically reflect intercombination of parameters of scales which specific weight is most significant for psychological and mathematical differential diagnostics (red color reflects highly reliable results).

Intercombinations of results of psychological and mathematical analysis on the t-test in the form of comparative characteristics of teenagers with cycloid and hysteroid structures of psychotypes on scales have shown the following results. Value of the parameter of emancipation displays an indisputable fact of its prevalence among teenagers with cycloid structure of psychotype in comparison with hysteroid psychotype. Results of psychological researches of inclination to drinking alcohol show that among teenagers with cycloid psychotype there is found out a small subgroup where psychological inclination to drinking alcohol is up from the range of psychological norm. At the same time among teenagers with hysteroid psychotype practically the whole group finds out psychological inclination to household alcohol drinking and the small subgroup reveals inclination to abnormal behavioural drift aside a range of abnormal variability. The analysis of the parameters reflecting psychological inclination to delinquency shows that among teenagers with hysteroid psychotype practically all find out inclination to deviating delinquent behaviour, but only among some the tendency to abnormal delinquent drift in the range of abnormal variability is marked. In group of teenagers with cycloid psychotype also among some the tendency to abnormal delinquent drift aside the range of abnormal variability is marked. It is lawful to assume, that teenagers from noted subgroups in case of long interaction with ecological factors of life activity environment will reveal steady negative drift, i.e. psychotypological tendency is transformed in delinquent stereotype of behaviour. Analyzing the scale "B" (the minimal brain dysfunction in PDQ) it is possible to confirm the identical frequency of detection of the minimal brain insufficiency, nevertheless, among teenagers with cycloid psychotype there is a subgroup with inclination to strengthening of displays of the minimal brain insufficiency under influence of ecological factors of environment. Displays of masculinization do not find out essential differences among teenagers of compared groups. Among teenagers with cycloid psychotype among some representatives there is observed expressiveness of the parameter of vegetative instability, in difference from teenagers with hysteroid psychotype for whom vegetative instability is characteristic as



a whole. Results of the table 4 allow to confirm, that among teenagers with hysteroid psychotype rather often there are representatives with doubts, fears, uncertainty, excessive impressionability and vulnerability. In group of teenagers with cycloid psychotype we observe some representatives among who attributes of obsession and anxiety are marked, what in both cases it is necessary to regard as prognostically unfavourable attribute of inappropriate psychotypological structure of personality. If similar attributes increase, especially in unfavourable conditions of life activity environment, it is possible to predict with a high degree of reliability failure of mechanisms of constitutional psychotypological protection in the form of abnormal personal and behavioural variability in the form of negative drift in constitutional and continual space of personality from the range of norm – accentuation aside the range of abnormal variability.

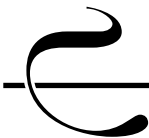
Asthenic displays are characteristic for the group of teenagers with hysteroid structure of psychotype, that testifies to readiness for an exhaustion of biological and psychological reserves of personality and decrease in energetic and information structure of personality. Among teenagers with cycloid structure of psychotype only among few asthenization attributes are marked, that, most likely, is connected with interaction with unfavourable factors of life activity environment. Among teenagers with hysteroid structure of personality among the majority it is observed the tendency to hysterical forms of reaction in reply to environment factors not suiting them. Among teenagers with cycloid structure of psychotype hysterical forms of reaction are observed only among small subgroup that mismatches the structure of psychotype and specifies high probability of negative psychotypological drift aside the range of abnormal variability with formation of nozal desordes of neurotic level. In both groups the tendency to distimic personal experiences is marked, however, among teenagers with hysteroid structure of psychotype the specified tendency extends on representatives of whole group, and among teenagers of cycloid psychotype it is only among few, confirming that high risk of negative nozologic drift on the scale of distimy among cycloids. Situational anxiety is observed among all teenagers with hysteroid structure of psychotype and only among few with cycloid psychotype, that confirms great emotional instability of teenagers with hysteroid psychotype of personality. The majority of teenagers with hysteroid psychotype differ by features of general neurotization what is synchronous to displays of situational anxiety. The small group with cycloid psychotype differs by attributes of general neurotization, what is to the greatest degree connected with ecological factors of life activity environment. The identical degree of expressiveness and distribution in group of attributes psychopathization confirms the risk of psychopathological negative drift at influence of destructive factors of life activity environment among teenagers with cycloid and hysteroid psychotype.

Results of the psychological and mathematical analysis (cluster, discriminant analyses) inspections of teenagers with cycloid and hysteroid structures of psychotypes living in unfavourable ecological life activity environment presented in the form of tabulated data can form the modern demonstrative base of destructive influence of ecological factors of life activity environment on a structure of personal psychotype.



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Rudakova I.A., Kolesina K.Y.

Principles of modelling of metadesign activity

Metadesign activity acts as the subject of mastering, the basis of formation of the mechanism of assignment of "culture senses". It generates processes of sense formation and is a subject of the analysis of the pupil. Features of modeling of metadesign activity reveal by means of realization of principles of pupil's active activity, by support on his personal experience and inclusion into meaning activity. The entered concept "reference scheme of action, organizing the internal activity" ("sense orientation") reveals through its functions in activity. Functions of designing, symbolical mediation, mediator, emotional saturation, show specificity of sense orientation of a high level of generalization.

Key words: *metadesign training, metadesign activity, active activity of the subject, symbolical mediation, activity as filling.*

The sense trend of modern didactic concepts assumes that in interaction with the pupil it is necessary for teacher to fall outside the limits of constant control over him and to concentrate not only on his equipment by variety of necessary skills, but also on formation of wide and deep sense orientation in life values [3]. In this connection metadesign activity acts as the subject of mastering, the basis of formation of the general mechanism of assignment of "culture senses" as it generates processes of sense formation and is the subject of analysis of a pupil.

Developing the theory of stage-by-stage formation of intellectual actions, researchers have come to the conclusion about necessity of distinguishing in activity its two components, on function and according to the character of formation of orientation basis of action. The first component: formed activity which is in process of mastering the contents. The second is already generated and acquired as skill activity. On the psychological features they possess different characteristics and functions. In the first case activity yet has no internal regulator, steady basis of actions. It is regulated from the outside by set program, and its function is research. It consists in that the pupil researches the object acting as a subject of activity, and activity for formation of orientation basis of actions (OBA). In the second case activity is already generated and acquired as skill. Now it has an internal regulator – OBA – and carries out the other function: purposeful transformation of object and reception of product with demanded characteristics [11].

In development of activity aspect of metadesign training we shall mainly talk about that sense orientation cannot be set ready. It is the pupil who "builds" it with the purpose of gaining of concrete (sense) skill of developing a product with set char-



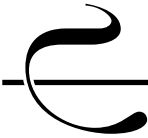
acteristics. As we deal with process of “making” of the pupil there is a necessity of introduction of the “sense orientation *scheme* of activity” concept as expanding and supplementing the concept of “orientation basis of action”. The concept “*scheme*” is wider, than “*basis*”. The *scheme* is a sketch, a general plan of activity and it assumes openness, ability to contain new elements and units, to make new structure and contents, to change during formation. Its intrinsic moments reveal by the concept of “orientation basis of sense (meaning) action”.

One of the first the idea of construction together with the pupil of orientation in a new subject and the organization of self mastering as a method of work, and opening properties of a material with use of interiorization laws (movement from externally material to ideal), was put forward by P.Y. Galperin. At construction of the supreme type of studding, the scientist wrote, it is necessary not only the activity of the pupil. He needs an opportunity to join in construction of orientation in a material new to him. In this case the pupil will clearly understand what, how and what for he does [2].

As it so, the pupil, basing on own activity and experience, becomes the researcher in formation of the sense orientation *scheme* of actions. From here there is a necessity to create pedagogical conditions for realization of research function of forming activity of the pupil at construction of process of metadesign training. And it in turn generates questions of the following plan: What are the opportunities of the pupil in research of the object (subject of need, contents of training) and in construction of activity for formation of the wide and deep sense orientation *scheme* of activity?

First we'll answer how the pupil researches object? How he “finds” a significant subject of the need? We shall look after his intentional way from vague to clear concepts. From psychology it is known, that sense formation process includes three important components: intentionality of consciousness – importance of object – positive experience. Our consciousness is intentional in the essence as it is always directed on the object. Each pupil has a need as a property of personality to express the attitude to something. Occurrence of sense is connected with satisfaction of needs of the person. The fact, that sense concerns needs and that its occurrence is connected with satisfaction of needs was marked by A.N. Leontyev, P.Y. Galperin, V.K. Vilyunas, D.A. Leontyev and others. For realization of the need it is important to have a subject on which the consciousness is directed. Ability to actualize this or that intention means ability of the subject to perceive psychologically advanced and interiorized in the form of personal experience situation arisen earlier in his life, to acquire and integrate life experience, to solve appearing tasks.

Intention, intentionality as a property of consciousness of the subject reflects “live” orientation of sense”, shows a vector of its movement, its concreteness and depth. In complex forms of activity, B.S. Bratus marks, the person operates not for achievement of the subject of need by itself, he operates for complete image of new life in which this subject will be included [9]. In situational senses (intentions) there are aspects of prognostic concept of world image. As to senses of studding various senses of studding arise and change with development of life, with development of “maintenance of



the valid vital attitudes" of pupil. The maintenance of these vital attitudes is reflected in personal construct, the world image. This is complete, multilevel system of representations about the world, other people, about self and activity. The special role of the world image as integrated construct of the person consists in its prognosis, it contains the forecast for the nearest and the long-term future that determines motivation of activity and its strategy in an obvious or implicit kind. Realizing the prognostic function, the pupil tries to answer the questions: Why do I study? How can I place myself in this world?, etc. Therefore questions of conscious studying, Podyakov A.N. conclude, are the questions of conscious responsible attitude to construction of the world image: how do I see it and what kind of it do I wish to see in the future [9].

In the same key it is important to say some words about that understanding of the person as the subject of life, active towards himself, knowing the last part of life, living the present and designing the future, is unimaginable without inclusion of the factor of human time. In consciousness of the subject time is reflected in three forms: the past, the present and the future. The psychological past and the future make time prospect: all parts of field, despite of chronological time difference, are subjectively experienced as simultaneous and in an equal form determine behaviour of the person. The special psychological mechanism by means of which subjective regulation is carried out is individual time transpective, equal to the time synthesis meaning through vision from the present in the past and the future, i.e. ways of viewing of time course of own life in its any direction, an opportunity of correlation of the past, the present and the future; these time components of human life communicate in consciousness of the person [8].

From variety of intentions the sense based, starting, main will be the one by means of which in an initial position will converge the future and its project (the world image). This is "the moment of truth", perhaps still fleeting, situational, but the moment of meeting with being. Ability to predict the future through the past and the present we consider as a way of realization of the main direction of pupil's choice of a significant subject and, as a consequence, generation of sense. It is a key component in formation of the sense orientation scheme of activity. Mamardashvili M.K. summed up the most complicated connection of the world image and time prospect (the future and its project): "Dead knowledge is not important for us, we address to the past and we understand it only in the measure in that we can stop that was thought once as our ability of thinking and that we can think. The problem is not in reading through and then remembering the text, but in managing to state an idea containing in it, as an opportunity of actual present thinking" of people of XX century [7].

The pupil, while being on a way of the meaning object search, is free to choose from the set of own opportunities. In the field of personal opportunities he studies "to choose" rather than carries out procedures of selection.

Having looked after the intentional way of pupil's passage from ignorance to knowledge briefly, the significant object (subject), we have highlighted a principle of training which is actual in pedagogical science: principle of support on personal



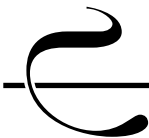
experience of the pupil with the purpose of distinguishing of significant subject of activity. Formation of the sense orientation scheme of activity at the stage of its uncertainty is carried out by the pupil through search of significant subject in space of situational personal senses, his world image (semantic directions) and time prospect (sense forming motive of time). It is that level of activity on which there is a circuit of vital attitudes as the pupil's discretion of sense in that is the subject to mastering. In conditions of artificially created environment the consciousness of the pupil directs towards the contents of training, which he unobjects, "uncrystallizes" if the contents becomes personally significant for him.

What in this case is specificity of teacher's activity? In training there is a main task: to organize process of mastering-development as general mechanism of assignment of senses set "from the outside" through awakening of personal (conscious and unconscious) beginnings in the pupil and to enable him to express the attitude to the contents independently.

If to consider the important didactic value of experience of pupils, that is disorder gathered outside educational process and being one of preconditions of construction of dialogue on semantic basis, there is a necessity of influence on formation of the specified experience of pupils, strengthening or weakening its various aspects. Optimum organized training is not indifferent to spontaneous process of mastering the specified information: it carries out directing, organizing and accumulating functions towards it. The special attention thus is accented on acquiring of the experience which has personal coloring and through which pupils open the sense of reality comprehended by them [1].

Interpreting the sense category from the point of view of the semiotics approach and projecting it on real educational process, I.V. Abakumova marks, that the thinking of pupils concerning the studied contents will be continuum, uncertain, while thinking of the teacher is discursive. In the first case a sign will be the subjective image of the child organically entering into the structure of his thinking, in the second case it will be concept. Differently, after expression of A.Y. Danilyuk, in educational process the teacher and the pupil are in "oppositional semiotics communication" [1].

How the role of the teacher changes on intentional way of self-disclosing of the pupil? In our opinion, J. Piage describing value of the clinical method in psychology has noticed new function of the teacher which during training also becomes the researcher-experimenter. He wrote: "In effect, the good experimenter should unite two usually incompatible qualities. He should know how to observe, i.e. to allow to speak absolutely freely not interrupting his (client's) statement and not rejecting them in one side, and at the same time he should be constantly on the lookout, not to miss anything important. It is a hard task, and a material which as a result turns out, requires the most strict critical analysis [13]. Psychologically it should overcome uncertainty of a method of interrogation by the perfect interpretation. The essence of the method consists in separation of cereals from weed and in inclusion of each answer in an intellectual context because such context can be reflection, elements of confidence, con-



scious effort, interest and even weariness. Not passive contemplation of properties and not active formulation of actions, but spontaneously happening formation by means of not casual but focused on the depersonalized examinee questions, actualizing means of analysis of a problem situation that are available for the pupil which help to understand a problem and to formulate the attitude to it [13].

During realization of forming activity the teacher together with the pupil “rotates” around of specific senses: situational senses, with their small radius of action, with ability of senses to fading; with a fan of senses (from ego-orientation to “spiritual” orientation); with conflict personal senses, etc. Certainly, genre variety of senses arising during training at the stage of its structural uncertainty can be considered as the field of primary “semantic focused scheme of actions” on a way of realization of research function of forming activity. “The sense orientation scheme” of the pupil which he has outlined, on our deep belief, serves as a starting point for the teacher as outlining of the main direction of subsequent activity at the stage of structural definiteness of training process, oriented on logic of knowledge and the attitude of the pupil.

“The sense oriented scheme” does not contradict the stage of preliminary acquaintance with action and conditions of its realization, to the stage of drawing up of the scheme of orientation basis of the action offered by P.Y. Galperin. It is the first stage on which pupils receive necessary explanations about the purpose of action, its object, system of orientation points in metadesign training. The stage is of great importance in formation of sense action. Here, before pupils, the contents of orientation basis of sense action reveals; there is an introduction into a subject of studying; pupils are shown, how and in what order all kinds of the semantic operations entering into semantic action are carried out: orientation, execute, control. Depending on type of orientation basis before the pupil there open either the basic elements composing all the particular phenomena of the given field of knowledge, or the features of any particular phenomenon.

The peculiarity of activity of the teacher at this stage consists in that he exteriorizes the intellectual actions and personal attitudes, opens them before the pupil in the material or materialized form. The pupil forms primary sense orientation basing on own experience and personal preferences. This is beginning of sense action, but right at the beginning of the “way” he already carries out procedure of sense generalization and executes the sketch of sense reality. Realization of choice of significant subject of satisfaction of need assumes the further procedures of sense “cultivation”, increase and expansion of their radius of actions during training.

Distinction between understanding how to do and an opportunity to do should be emphasized especially as in practice of training it is quite often considered, that if the pupil understood, he has learned, the purpose is achieved. Actually mastering of action (activity) happens only through performance of this action by the pupil, instead of by supervision over actions of other people.

Therefore the following extremely important question for modelling activity of metadesign training is to study how the pupil finds a way of satisfaction of need at



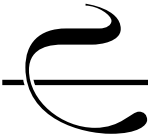
presence of a significant subject, what is the procedure of pupil's understanding of the researched contents. The way is opening of the pupil, the saved up experience of knowledge as understanding is shown in him. This steady individual construct characterizes pupil's individual selectivity to studying of the contents, kind and form, stability of preference, efficiency of knowledge use.

In psychological publications they pay attention on that skill of sense "objecting" and "unobjecting" itself is only the indicator of presence of ability to figurative and symbolical activity at operational level [5]. Symbol acts as the basic way of understanding of life reality, the objective reality. After Kant, the symbol is the indirect sensual image of concept, achieved by means of establishment of analogy with the certain empirical contemplation. The symbol possesses the highest degree of semantic saturation owing to what it is capable to make some not known things comprehensible to our consciousness. Plurality of interpretation is the way of symbol existence. The symbol is not simply much wider, than the sense field of sign. It depends on a situation context; it changes, lights various sides of ideal contents. The symbol function is to represent itself in feeling, in space and time. Spatiality, external representation and affective aspect are symbol's essential characteristics [10].

The symbol is closely connected with image and experience. Analyzing relations between activity of imagination and reality, L.S. Vigotsky has distinguished special emotional connection. Emotion aspires to be embodied in known images. Emotion possesses special ability to choose corresponding impressions. Here there is found out "the law of double expression of feelings" according to which in external products there are defined internal states, and images – imaginations act as internal language for our feelings. It is special mediation process between two various realities, one of which represents cognitive, and the other represents the affective processes. Special relations existing between them are mediation relations. The symbol is a means of emotion control since it fixes some pressure, being consequence of the situation of his uncertain subjectivity [5].

Thus, the formed sense orientation scheme of activity of the pupil is focused on reproduction of the "image of subject", differing from that image which is "set" by logic thinking. Expansion of sense field, sense saturation, plural interpretation of understanding object, "power clot of experience" give to the sense orientation scheme, the organizing activity, specific shade, reproduction of "symbolical image".

The symbolical image (sense image) is also closely connected with action of the pupil. Complex connection of image and action was also specified by Galperin P.Y.: "When the image has appeared, it has already executed the role by that the field of made or possible action has opened to the subject. Further there operate not the image, but the subject; image is necessary not to action, but to the subject. After the occurrence the image carries out a role of a regulator of action and makes this job not only for the beginning of action, but also in course of its realization. This concerns a belonging of image to the subject instead of action, in fact the last also possesses action not to a lesser degree, than image. By the way the subject corrects the image in



the same measure as he does it with action. Here we deal with a ring of Bernstein in which it is impossible to define where is the beginning – the end and what to what belongs". The citation once again confirm the idea that between real, subject action and image of subject there is a person symbolically mediating reality. By original sketch of images-actions the pupil throws bridges from one "circle of action" to another, from one image to another. One action and one image are as though doubled, extend, condensed [6].

Researches show, that such "meaning" way in construction of orientation basis of actions organizing activity is the internal dialogue of the pupil. The researcher emphasizes that in greater degree on personal characteristics and forms of interaction of the personality with world around there influence interiorized ways of action, instead of their results. The way of internal monologue corresponds with the fifth stage of action formation in internal speech. Rossokhin A.V. proves a hypothesis that internal dialogue represents "a way of subject's accustoming and processings of emotionally saturated, personally and/or intellectually significant contents of consciousness which can be positively charged" [12]. The researcher specifies that here the personality makes activity of comprehension of the consciousness; this activity of comprehension as function and realized internal dialogue (dialogue about dialogue, metadiologue) as structure we mean when we speak about internal dialogue as intrapersonal construct [12].

During internal dialogue the pupil with maximum attention searches for any certain experience, living which, he will feel the full consent with himself, searches for the unique answer to the question, what is meaning of life for him now. The status of "openness" will last until there is a sense registration of experience which also happens spontaneously, in the united act with experience. Qualitatively new sense which is not reduced from available before senses, needs and values is born. It comes suddenly as inspiration, as in a mathematical task. There is a sudden discretion (D.A. Leontyev) of sense in where nothing has just being. The pupil himself informs true about himself and lets himself into the new world [4].

To catch the "live experience" and to create conditions for its liberation and expansion, disclosing of that is really a movement; in this the new role of the teacher at this of metadesign activity consists. To carry the quality of "live eventness" (M.M. Bakhtin), the teacher should be "empty" (the open attention), deprived of intentions and estimations, any ideas of correct methods of realization, but he should feel sharply the moment and to peer at that it is true. The teacher enters special relations: following for conducted, he opens to him the opportunities for his own movement. Such style of joint movement is called as "revealing support". Gradually the initiated contacts himself. He is able to listen to himself and to be obedient to internal vibrations. For the teacher it is important to notice this moment and to become the silent participant of dialogue. The dialogue will come to the end, when the pupil opens sense of the internal experience. So he enters the intentional way. He realizes himself through movement of own idea which is born during disclosing, dissolution of the real [4].



Thus, a way of sense orientation scheme of activity formation is the processes of interiorization of pupil's activity. Pupil's formation of orientation scheme of internal activity is under construction of two interconnected directions. It provides reproduction of the "subject image" by figurative and symbolical thinking and organization of activity in the way of "image of subject" as "skill to feel" himself, situation, the others.

We'll formulate the basic conclusions.

1. The basic concepts of metadesign activity are the significant subject, the meaning activity, the meaning action, the meaning experience. Principles on which the methodology of metadesign training is based are active activity of the pupil, support on his personal experience, and also his inclusion into meaning activity.

2. In metadesign training it is considered the forming side of activity in which three stages are distinguished: preliminary (significant subject), basic (stage of meaning activity) and final (meaning experience). At the preliminary stage there is a "meeting of the pupil with the project of the future". The main task of this stage is to find significant object by means of detection of various intentions in personal experience and establishment of dominating intention-strategy, "printed" in the world image and time prospect of the pupil. At this stage abstract categories of metadesign activity are distinguished: semantic polysemy and semantic generalization. The basic function of semantic orientation of this stage is prognostic.

3. At the basic stage there is the event itself. The main task of this stage is "inclusion" in meaning activity. Process of "inclusion" is developed in two following phases: perception of the "subject image" by means of figurative and symbolical thinking and activity in way of "subject image". Perception of "subject image" is carried out through symbolical mediation, special reflection of a subject in its figurative and symbolical form. At this stage there is an oppositional pair: sense generalization – sense concreteness.

The symbolical image is developed in actions of the pupil which are considered as meaning as depend directly on the subject; from the system of his orientation basis of actions which structure includes components of significant subject. The subject in operation carries out the function of mediator, concentrating "some pressure" of action on itself. "Mediator" function of sense orientation is shown in the psychological state of "openness": situations of insight, direct "discretion of sense" there where it was not yet.

Efficiency of the orientation basis of actions depends on degree of semantic generalization and way of sense orientation reception. The basic way of independent construction of semantic orientation of the pupil is internal dialogue (polylogue, metadiologue). Owing to property of contextuality, in internal dialogue there are not less than three interlocutors; that gives an opportunity to "listen attentively" to voices of the interlocutors and to interpret continuously the contents of contexts of consciousness. The basic function of sense orientation of this stage is dialogue.

4. At the final stage the trace of semantic action is printed in meaning experience. The height of heat of experience reaches the apogee in a situation of creative activity.



The pupil gets skill of feeling. The emotional tone of experience is estimated by criterion of satisfaction in a choice. If the pupil is glad to the choice, hence, that he did has sense for him. Sense orientation of this stage carries out the function of "emotional saturation".

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The review

Shkuratova I.P.

What Psycholinguistics do Psychologists Need?

A review on the book: Belyanin V.P. Psycholinguistics. Textbook. 6th ed., corrected and amended. Moscow, Flinta, MPSI, 2009. 416 pp.- ISBN 5-89349-371-06 ISBN 5-89502-421-1.

This age is considered to be the era of informational technologies. We witness it everywhere: in widening of the Internet web, in connection of people through intensive phone communication, in real time broadcasting, in availability of information from any part of the world. For psychologists it means that a contemporary human being should be studied as a subject of intensive communication and verbal interaction, or as Homo Loquens, and also Homo Audiens, Homo Scribens and Homo Legens.

At the same time the curriculum for psychologists devotes very little attention to the analysis of speech and – what is more essential – to the subject of verbal activity. Students are familiarized with types and functions of speech in the course of “General Psychology”, they are told about speech development in the course of “Developmental Psychology” and about malfunctions of speech in the course of “Psychopathology”. Speaking Person with their peculiarities and problems is never the object of consideration during all the period of the instruction. The course “Psycholinguistics” is not obligatory for the students of psychological specialities, it is delivered only in those Universities, that have specialists in this area. Unfortunately there are not too many such institutes of higher education in this country. This made psychologists think that studying verbal behaviour of a human being is a prerogative of linguists, who share this opinion gladly, taking upon themselves also the study of psychological aspects of verbal interaction.

The problem of teaching students psycholinguistics became more complicated because not all the programs designed by linguists suit the purposes of training of psychologists. In the last decade, several textbooks on psycholinguistics were published by such authors as A.A. Leontjev, A.A. Zalevskaja, V.P. Belyanin, V.P. Glukhov, I.N. Gorelov and K.F. Sedov, T.N. Ushakova, R.M. Frumkina. The textbooks have essential distinctions in structure and topics, and above all in making emphases. Being on the border between psychology and linguistics, psycholinguistics may accentuate either the problem of a personality, who is generating and perceiving speech, or on the phenomena of language and speech itself. It goes without saying that psychologists need programs on psycholinguistics which would be personality-centered, and thus helpful for the students in their future job.



In this connection, the textbooks and programs on psycholinguistics besides obligatory topics should contain chapters dedicated to current issues of modern psychology. They are as such.

Analysis of connection of speech and perception of the world by personality, which presupposes besides pure theoretical analysis consideration of speech genres, slang, invectives, dialecticisms, neologisms, obsolete words and other attributes as determinants of language picture of the world of a person.

- Study of the structure of communication act and its constituents, and also speech strategies and communication errors.
- Study of correlation between written and oral speech of a person, on one side, and his social and demographic characteristics, on the other. This material may be applied by psychologists for the diagnostics of personality traits on the basis of verbal production.
- Consideration of the very same problem for the applied areas of psychology (author identification expertise, forensic psycholinguistics, political psychology, analysis of mass media and advertising texts).
- Analysis of manifestation of emotions in oral and written speech, and also the possibility of correction of emotional self-manifestation in psychotherapy.
- Examination of psychological aspects of intercultural speech barriers which become apparent in using native and foreign languages.

This list is not full, but even it reveals how urgent for psychologists is the study of psycholinguistics, especially if it is aimed at the study of *Homo Loquens*.

In the context of these necessities I consider it important to analyse the new textbook on psycholinguistics published by “Flita” editorial board, which is the sixth edition written by doctor of philology and candidate of psychology Valery Pavlovich Belyanin. Since this edition has been substantially enlarged and complemented, it is necessary to mention in the first place the changes made in comparison with the previous editions. The size of the textbook doubled, and the author widened the content of the existing chapters and parts.

Like in previous editions the textbook starts with a short excursus in the history of emerging of psycholinguistics in Russia and abroad, then it goes to child speech. Next go the problems of speech generation and perception which are rather complex for understanding by students. V.P. Belyanin manages to use clear and precise language, without abusing linguistic phraseology in describing theoretical conceptions regarding these processes. The discourse is entertaining, the language is literary and all this make the textbook attractive for the students.

A great advantage of this textbook is that it includes examination of applied aspects (this is done in two chapters: “Forensic psycholinguistics”, and “Applied Aspects of Psycholinguistics”), which take a quarter of the textbook. Since V.P. Belyanin has a large experience in psychological-and-linguistic expertise, he manages to narrate about the application of psycholinguistic knowledge in the area of juridical practise, when analyzing the texts of all-embracing religious cults, political texts, commercials



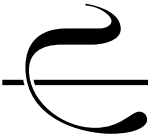
and for the purposes of identification of personality by speech. This material may be a stimulus for a lot of students to chose this approach in their scholarly and practical work.

Talking about the structure of the textbook, it is necessary to emphasize that it mainly follows the pattern of American textbooks: every chapter starts with keywords, the chapters are divided into fragments, and each of them has a subtitle. This allows the students to find any part easily, and also prevents monotonia while reading. The textbook is full of examples (they are numbered and italicized) which interpret theoretical postulates. Most of the examples are in two languages – in Russian and English. At the end of every chapter there are questions, proposals for course and diploma papers, which makes the text somewhat dialogical.

At the end of the textbook there is a short biographical data of the scholars, who endowed in psycholinguistics. This broadens the erudition of students. The textbook ends with samples of tests with multiply choice and the synopsis of the whole textbook on six pages.

The textbook deals upon many problems which are very important for the training of psychologists, especially in the chapters devoted to ethnopsycholinguistics and patopsycholinguistics, and also in applied chapters. At the same time, some of the issues stayed behind the scenes. In particular, pragmalinguistics is not under consideration, though the analysis of the structure of communicative act, speech strategies and mistakes is extremely valuable for psychologists. Also the textbook does not deal too much with the types of texts thorough their genres, styles, content (though the foundations of author's conception of psychostylistics are submitted), not too much attention is devoted to the specificity of monologue and dialogue speech.

Appraising the textbook on psycholinguistics in general, it is possible to say that it is mainly centered on the personality of a speaking individual. This became possible, in my opinion, due to the scholarly interests of V.P. Belyanin, who is famous for his multiple works dealing with the problems of correlation between personality and text, created by him/her. The publication of such a textbook is a good stimulus for promoting of interest in this science, and gives an opportunity to create on its basis programs of the course of "Psycholinguistics" for psychologists.



THE YOUNG SCHOLARS

Bidzhiev A. S.-M.

Formation of the value attitude of senior schoolboys in the Karachai family

The article is devoted to studying of psychological features of the Karachai family. Questions of ethnic problematics are examined within the limits of family space. In the article there are presented the results of empirical research of formation of the value attitude of senior schoolboys in the Karachai family.

Key words: *ethnos, value attitudes, Karachai family, model, program, formation, education, senior schoolboys, tolerance, conflictness, aggression.*

Now it is more precisely designated the break between national cultures and the person, forced "to absorb" more vigorously into himself elements of international culture. On a background of gradual deleting of distinctions between ethnos and nationalities there is a destruction of the major components transferring ethnic values, saved during centuries and enriched by each new generation.

In result of loss of national and cultural knowledge and skills, the person loses social orientation points allowing him to be formed in ethnic environment in valuable way, to establish effective communications and to achieve a due level of personal and professional development. The more strongly he departs from the national sources, the less opportunities for life questions decision he has for using of the potential incorporated in them.

Features of the Karachai family act as the precondition of personal development of children brought up in it. The analysis of scientific sources (R.G. Abdulatipov, N.G. Aivarova, A.S. Badmaev, A.K. Baiburina, J.V. Baronin, Z.P. Bromlei, K.V. Berdnikov, S.V. Valtsev, L.N. Gumilev, A.F. Dashdamirov, V.G. Krysko, N.M. Lebedeva, V.S. Mukhina, E.I. Meshcheryakova, O.V. Mitin, A.A. Nalchadzhyan, R.G. Podolnii, Y.P. Platonov, T.G. Stefanenko, E.A. Sarakuev, G.G. Shpet, V.Y. Khotinets, K.V. Chistov, F.S. Efendiev, etc.) has shown, that the ethnic problematics, being new enough for a research field of psychological science, now is considered as one of priority. Available data confirm that the national factor renders multilateral influence on development of the person, his cognitive, emotional and willed, motivational, communicative sphere. Thus, the greatest influence it renders on the growing person opened for plural influences.

The analysis of data on Karachai ethnos has shown that it possesses a number of features caused by objective influence of historical circumstances and nature and climate conditions on its development. Among them the greatest role is played by customs of alatichestvo, joint no-charge work (mammat), sensitive attitude to parents (herontimy), hospitality (kyonakbailik), tolerance (tezumluk), traditions of nation-



al holidays carrying out, games, competitions. As the most desirable for formation among Karachai children there are considered such human qualities as polite attitude to seniors and visitors, modesty, tolerance, mutual aid, honesty, diligence, etc.

At construction of the model and the program of formation of the value attitude of senior schoolboys to national family we started with the results received on the basis of ascertaining experiment carrying out. As the research has shown, there is a low level of tolerance, growth of conflictness and aggression among senior schoolboys.

The model of formation of the value attitude of senior schoolboys to the Karachai family developed by us includes two basic blocks: developing and adapting (fig. 1).

The developing block is directed on development in of value ideas about various aspects of national Karachai culture among senior pupils, its customs and traditions; national significant for Karachai people personal features of tolerance, absence of conflict, restraint, the respectful attitude to associates. The adapting block provides the carrying of value ideas and personal features generated among Karachai senior pupils into the practice of construction of their family interaction.

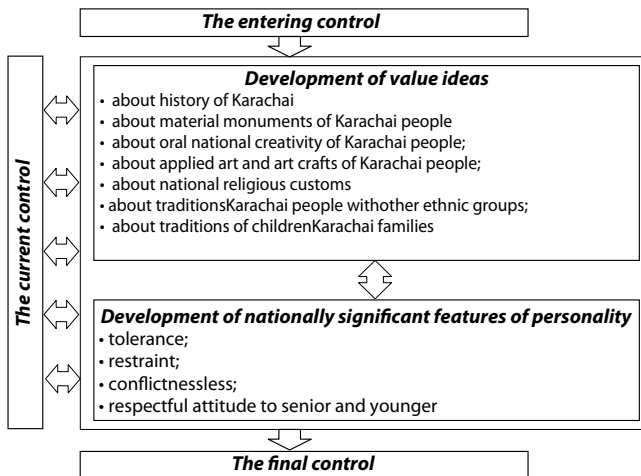


Figure 1. The presented model has laid in a basis of development of the program of formation of the value attitude to the Karachai family among senior pupils which included theoretical and practical, training and developing parts

In the Karachai family there prevails a historically developed position of parents' acceptance of the children. Among declared types of parental attitude "authoritative hypersocialization", "social desirability", "symbiosis" and "invalidization" prevail in it. Thus, educational positions of Karachai fathers and mothers differ. If among Karachai fathers without dependence on a place of residing the most comprehensible type of education is authoritative hypersocialization, among mothers this position varies depending on a place of residing of the family – whether city or village.



Residing at countryside strengthens orientation of Karachai mothers on the national orientation points of education accepted in social environment, in the city district – on symbiosis with the child. It testifies that Karachai mothers at a choice of educational positions are more influenced by social and cultural environment, than Karachai fathers. Being in the environment saving features of national ethnos, they build style of attitudes with the child aside his rapprochements with title ethnos.

According to the received empirical data, educational positions of rural parents are estimated by senior pupils more highly, than parents living in cities. Application of test-questionnaire ORO of Varg-Stolin has allowed to establish, that in Karachai families without dependence from a place of residing acceptance of the child is a priority position in relation to children (in rural families – 82/91,1 %, in city families – 78/86,7 %). Among Karachai fathers there dominates an “authoritative hypersocialization” position. It is more shown among Karachai fathers living in a countryside, than among fathers living in city district (accordingly, 69 person / 76,7 % and 55 person / 61,1 %).

Among Karachai mothers living in a countryside, the parental position of “social desirability” (49 person / 54,4 %) was more expressed, and among living in a city district that was a position of “symbiosis” (56 person / 62,2 %).

It is revealed, that senior pupils perceive educational influence of parents differently, depending on a sexual belonging and a place of the residing. Both in city, and in rural subselections of senior pupils, girls show more positive attitude to parents. Without dependence from a sexual belonging, rural senior pupils concern to the parents more loyally (adequately and inadequately), than city senior pupils. City senior pupils show decrease in tolerance towards parents, first of all, to the father.

Many national traditions of family interaction are not accepted by senior pupils at a semantic level. It is shown in occurrence of aggressive and ignoring reactions towards parents, conflict attitude to them, in decrease of tolerance level, in increase of importance of mother’s role in family interaction, in comparison with the father.

Formation of the value attitude to the Karachai family among senior pupils should be based on expansion of ideas about national culture and their translation into personal and semantic level in combination with development of personal qualities significant for Karachai ethnos: tolerance, restraint, absence of conflict and respectful attitude to senior and younger ones.

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Vasilchenko M.V.

Prophylaxis and correction of crisis states and suicide behaviour of teenagers

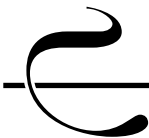
With the purpose of increase of efficiency of primary prophylaxis of suicides in the teenage environment, we had been developed and empirically researched a model of psychological support of teenagers "groups of risk of development of crisis states and suicide behaviour" in general educational establishment. It represents a method of suicide prevention, developed according to three standard directions of activity of the teacher-psychologist: revealing of teenagers with pathological course of crisis of development and increased suicide risk (actions of psychodiagnostics); psychocorrectional work with teenagers entering in "group of risk of development of crisis states and suicide behaviour"; consulting work with adults bringing up them, with the purpose of rendering of the psychological help to families of teenagers with suicide behaviour and prevention of development of suicide tendencies among this category of pupils; educational activity among pupils, teachers and parents, with the purpose of increase of a level of psychological culture and competence on the declared problem.

Key words: *psychological support, crisis states, suicide behaviour, true suicide activity, impulsive parasuicide (self-damaging) activity.*

In the research there took part 217 teenagers in the age of from 11 till 16 years. In result of the first diagnostic stage, among them we had been revealed teenagers of "group of risk of development of crisis states" in quantity of 63 persons (23 boys and 40 girls). The analysis of the empirical data received during the second diagnostic stage, has allowed to distinguish a "group of suicide risk" in quantity of 22 teenagers (10 boys and 11 girls, accordingly 48 % and 52 %).

Within the limits of age dynamics and depending on sexual belonging of respondents, there have been found out distinctions in intensity of display of crisis states and suicide activity. Crisis displays were mostly expressed among teenagers of young and average age groups. In process of becoming adult the tendency to their decrease was observed. At the same time, growth of suicide activity among teenagers increased in a process of their becoming adult. Teenagers of the senior age group were mostly inclined to suicide displays.

Various displays of suicide activity were peculiar to different teenage age groups. Among young teenagers there dominated impulsive parasuicide (self-damaging) form of suicide activity. In a basis of which there laid instability of emotional sphere and such cognitive disorders as a low level of arbitrary attention, abilities to suppress affectively loaded representations in operative memory and ability to realize the preliminary analysis of situation, planning of actions, estimation and forecasting of consequences of the behaviour. Children of this age group had no realized intention to interrupt own life. Their destructive behaviour arose quickly, under influence of situationally caused "momentary" promptings and impulses.



Among schoolboys of average teenage age there took place both forms of suicide activity with prevalence of parasuicide above true suicidality. At pathological course of the age crisis, accompanied with intensive negative emotions, fixing on psychotraumatic situations, teenager's pessimistic estimation of own person, actual situation and life prospect, expressed difficulties in future planning, there appeared attributes of true suicide behaviour. Teenagers started to be disappointed with life and to realize absence of desire to live.

Among senior teenagers there also took place both forms of suicide activity, but there dominated true suicidality of demonstrative and blackmail character. Many of them had already experienced suicide behaviour earlier. On a background of identity crisis, shown in predetermined (made for the teenager) identity, namely noncritical acceptance of values of reference groups of autoaggressive orientation, they were inclined to romanticize voluntary death.

Girls were more inclined to development of crisis states, rather than boys. The risk of occurrence of suicide behaviour among teenage boys and girls was approximately identical. However, if among younger teenagers there dominated parasuicide displays which carriers were mainly boys, already among seniors there were observed displays of true suicidality which carriers were girls mainly.

In result of carrying out program of psychological support, developed by us within the limits of the integrative approach, there have been achieved the positive results, concerning the questions of personal development of teenagers of "group of risk" and prevention of development of crisis states and suicide behaviour among them. Positive changes in emotional-personal and cognitive raised on a background of decrease in parameters of depression, stress and total deviation from autogenic norm (CO). In conditions motivated (interesting) activity teenagers did not experienced difficulties with operative long-term memorizing and subsequent reproduction of information. Ability to operate with the attention was restored. On the sample the emotional sphere as a whole became steadier with prevalence of attitude on activity and action. Teenagers marked that they became less sensitive, less often feel faults.

Within the limits of age dynamics in process of respondents' becoming adult there was found out the tendency of decrease of connection between the attitude of teenagers to stressogenic events, present in current last year in their life, and formation of negative "I-concept" among them. For young teenagers formation of negative "I-concept" have been connected with their attitude: to deterioration of own status of health, the beginning of alcohol using, exception of school, deterioration of mutual relations with contemporaries, repeated marriage of parents. For averages teenagers formation of negative "I-concept" has been connected with problems in communication with contemporaries and the attitude to deterioration of own health. Among seniors there was found out strong dependence between their attitude to quarrel with the friend or the girlfriend that led break of relations, and formation of negative "I-concepts". After carrying out within the limits of the program of psychological support of psychocorrectional actions during development of consciousness among

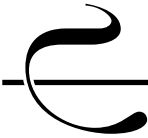


the researched category of teenagers there were positive changes in "I-concept". It promoted disappearance of feeling of good-for-nothing and improvement of their attitude to themselves.

Disharmony of emotionally significant relations in the nearest family environment is closely connected with formation of inadequate identity among researched teenagers. As a whole for the sample of teenagers of "group of risk of development of crisis states" it is characteristic connection between directive and hostile (emotionally rejecting) parental educational tactics and teenagers' leaving from close mutual relations. Besides animosities from parents has been connected with strengthening of feeling of fault, own good-for-nothing feeling, depression and with absence of desire to live. In result of psychocorrectional actions actions, the attitude of examinees to educational tactics of mothers changed. In their opinion, mothers began to show more warm feelings to them, relations became more confidential. Concerning educational tactics of fathers, during our research significant changes have not been received. It is possible to explain by, on the one hand, nonparticipation of fathers of crisis teenagers in education of children, shown in their physical absence and-or psychological alienation. On the other hand, in case of their participation in education of own children, it can be explained by aspiration of fathers to avoid direct contacts with the psychologist.

Infringement in communication sphere in experimental group of teenagers and, formed on its background, subjective state of spiritual and mental isolation, promoted occurrence and development of crisis states and suicide behaviour. Increase of psychological competence of teenagers, during realization of the program of psychological support, promoted improvement of mutual relations with contemporaries and bringing up adults. Positive changes in interpersonal sphere have led to that, teenagers participated in experiment began to feel loneliness and life disappointments less often. They had an absence of desire to live less often.

The differentiated approach to carrying out of psychocorrectional actions among teenagers of "group of risk of development of crisis states and suicide behaviour", considering age features and the form of suicide activity of respondents, have allowed to ascertain in this group of examinees a decrease of risk of transition of suicide activity from the internal plan into external. Hence, the offered program of psychological support can be used as the effective form of suicide prevention in the teenage environment.

**Grekova V.A.**

Senior school children's cognitive motivation in the competitive educational context

The spectrum of application of competitive types of activity in educational practice and educational process is very wide. One of the directions is academic competitions. However, there are no researches revealing motivation of senior school children which determine dynamics of their participation in these kinds of activity.

Key words: *motive, sense sphere of personality, purposes in life, competitive motivation, context-forming and stimulus motivation.*

In the conditions of dynamically changing realities of the contemporary world, when habitual axiological norms and stereotypes can not serve as a guide-book in reality, the man can find his life journey under conditions of having specific axiological context attitudes towards life, experience, life events, and behavior strategies. Municipal educational space treated as the unity of the comprehensive school and the system of additional education, becomes this institution, which doesn't propose to the pupil a definite set of knowledge, but gives him an impulse to personal growth, that intention which will make the man search for and reveal the purposes of his life, to govern his unique life way. So there is a need to assess from the new point of view what triggers an adolescent, what determines his quest for knowledge. Traditionally, in psychology under initiating causes of activity they mean a motive as an object-oriented activity having the definite force, as to knowledge – they are specific cognitive motives. A lot of psychologists studied the motivation, that's why in modern psychological science there are different definitions of this phenomenon (L.I. Antsiferova, L.I. Bozhovich, T.V. Dragounova, I.S. Kon, D.A. Leontiev, A.N. Leontiev, A.R. Louriya, O.U. Mikhailova, V.S. Moukhina, V.F. Petrenko, S.L. Roubinshtein, D.B. Elkonin). Leaving apart the particularities of definitions in different theoretical contexts, by motivation they basically understand the set of psychological traits, explaining human behavior, their origin, trend and activity. Motivation explains purposeful nature of the action, state of being organized and activity stability, directed towards the goal achievement.

The particular part of the theory of motivation is occupied by studies of motivated behavior as specially organized educational activity, when the cognitive activity is exposed to the controlled impact from the teacher.

A.K. Markova uses the term of "learning motives" in reference to pupil's personality trend towards different aspects of educational activity. Correspondingly the motives can be cognitive, if they are connected to the content studies, and social, if they are related with communication of pupils with each other and teachers. Psychologists speak about positive and negative motivation, about situational and stable motives.

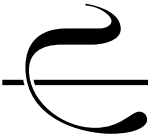
The more penetrating insight into motivation is contained in the activity approach to the theory of learning (P.Ya. Galperin, D.B. Elkonin, V.V. Davidov, N.F. Talizina and others). This theory attracts by its simplicity and severity: the motives can



be external or internal depending upon the relation of the man to neogenesis. The core of this model consists in differentiating motives-stimulus and sense-forming motives. Clearing up this matter of principle, that the bases of motives-stimulus are the category of the "object", and the bases of context forming motives are the category of "context relation", gave the possibility to study cognitive motivation as a process, that is to say as the object – context unity, consisting, from one point of view, of completed structures (motives-stimulus), and from another – of adding up between them context relations, constructing the content of sense-forming motives.

D.A. Leontiev determines the activity motive as «subject, included into the system of relation realization to the subject – world as an object in this system acquiring the possibility to initiate and govern subject activity. This attribute is not included in the subject itself, but it is stipulated by its combined sense, by the involvement in the systems of context connections, generated by real subject needs». They distinguish two characteristics of the motive: 1) motive connected to the concrete activity– «each activity has only one motive; it appears together with it and ends its existence synchronously with it; 2) its «poly-need character», in other words its relevance simultaneously to a number of needs. «The motive context is prescribed, as a rule, by its connection with a need, by a range of needs. The systematic and context interpretation of the motive allows finding its exact place in the system of factors, motivating activity, and also to describe its main functions- – initiation and sense –forming– as internal indissolubly connected factors». In the context model of sense regulation of the activity, motive plays the role of situation building context structure, determining at this base, the system of context regulation, corresponding to each activity taken separately. «Motive main functions are initiation and context forming ». If the motivation is external, it doesn't mean, that it is bad, it means, it has certain advantages and disadvantages. It is known, that prestige and competitive motivations are widely spread in school environment and they often lead to good academic results. Competitive motivation is a typical phenomenon of the secondary school, when children try to keep pace with each other. Prestige, competitive motivation operates if the senior school children try to assert themselves, demonstrating their knowledge in this or that field.

As adolescents have competitive trends, it allows them to make actual their potential abilities and especially in organized activity (contests, competitions, academic competitions), it helps them to look in a new way at themselves, adequately assess their level of aspiration and their self-concept. However, it is clear, that motives, which influence school children in competitions, differ. Who is the winner more often? Which factors become the barriers on the way to success? How to organize academic competition or contest, decreasing to the utmost the risk of the competitive stress? Unfortunately, modern psychological and pedagogical science doesn't give answers to these and other dependent questions. Competitive motivation is only studied in the context of organizing sport competitions, but the competitions connected to the



rivalry in intellectual and informational fields of the knowledge are rarely the object of psychological analysis.

Studies carried out in recent years among senior school children –participants of district, city and regional academic competitions, showed, that these school children have the following personality features:

- adolescents- participants of academic competitions have different cognitive trends: intellectual, creative and a leadership ones;
- differences in cognitive trend are based upon specific context forming motivation and it creates different purpose-in life orientations, which form the particularities of the interaction of the adolescent with the environment;
- adolescents with the strategy of intellectual trend are oriented to the life process and its purpose, they give rather high marks to the passed life distance, they control their choice, their life; the adolescents with leadership strategy are oriented to the process and life purpose, but it manifests itself less, they are especially interested into the social significance if the activity results; teenagers with creative strategy are oriented to the process and results, they are characterized by the lack of controlling themselves and their life in comparison with two other strategies. The adolescents with leadership trend have the highest indices of life meaningfulness, those with creative strategy have the lowest indices.

Senior schoolchildren, who have more often success in academic competitions and who consider the need in competitive activity as necessary (it helps me to assess myself objectively, it makes me more confident, stronger and etc) they have the following purpose-in life strategy:

- goals in future which give the meaning to their life ;
- time outlook;
- the highest index of self-actualization desire;
- highly expressed quest to creative realization and humanitarian values of self-actuating personality, harmonic being and healthy relations with people, at the same time the incredulity into the possibility of sincere and harmonic interpersonal relations, lack of confidence in people and low level of spontaneity (liberty, disengagement, easiness without effort);
- the most important values – «interesting work», «active life» and «assertion», in this regard «public vocation» and the desire of “personnal growth” don’t matter;
- perception of the environment and themselves is carried out through awareness of content of laconic abstract signs and symbols and emotional relation to themselves;
- high level of the achievement need;
- harmonic relation towards their future profession and its high significance, demonstrated through domination of internal motivation;
- high dissatisfaction of the current knowledge level;
- the highest significance of teaching quality;
- highly expressed need in further personal growth.



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Danilovskaya I.I.

Psychological features of consultants of phones of the special psychological help with subscribers

Features of interaction of consultants of phones of the special psychological help with subscribers in extreme situations are revealed. It is verified the hypothesis according to which effective reaction styles of consultants in extreme situations are determined by their social and psychological characteristics, and predisposition to a syndrome of mental burning out is connected with reaction styles of consultants in the form of psychological protection (aggressive and passive styles of reaction). The consultant's finding of a balance between empathy and rejection of the subscriber prevents from mental burning out.

Key words: extreme situations, styles of reaction, syndrome of mental burning out.

Professional activity of consultants of phones of special psychological help is new enough phenomenon in social practice. Not numerous works examining various aspects of the psychological help by phone make an emphasis on methodology and methods of psychological help rendering. Thus, the questions connected with conditions of activity and the personality of consultant, and also consequences of his behaviour in complex, extreme conditions are insufficiently studied [3, 4].

Within the limits of traditional ideas of professional suitability, it is urgent the problem of forecasting of efficiency of professional work which is determined by an opportunity of the personality to master the extreme states arising during interaction, for finding of the adequate problem solution without negative consequences for the personality and efficiency of activity [1, 2].

The psychological science examines interaction as a process of direct and mediated influence of social objects (subjects) on each other, generating their mutual connection and conditionality.

The basic attributes of interpersonal interaction are presence of purpose, which realization assumes interfaces of efforts; availability to detached on-looking (explicitation); rigid enough regulativeness by concrete conditions (situativity); reflective polysemy – opportunity for interaction to be both a display of the realized subjective intentions, and a not realized consequence of joint participation in complex kinds of activity.

Effective interaction of consultants and subscribers depends on its contents and consultant's reaction style. The contents of interaction is determined by tasks of psychological help, informing on various questions and psychological consultation.

The contents of consultation is, in turn, directly connected with inquiry of the subscriber. The analysis of statistical data of registration of received calls has allowed to draw a conclusion that from 20 up to 40 % of references are received from the people being in a state of crisis which consequence are suicide ideas, experiences and actions. Among appeals of subscribers with various problems, the significant part is made by persons with mental disorders (up to 25 %).



Ways of interaction of people in difficult situations traditionally name as style of reaction which is shown in the form of psychological protection against unpleasant experiences and in the form of constructive activity of the personality directed on the problem coping (coping, coping behaviour).

We characterize the style of reaction of the consultant as an integrated, formal and dynamic component of individuality, the major mechanism of subject's interface with any kind of activity.

We recognize that styles of reaction of consultants of phones of the special psychological help in extreme situations depend on their social and psychological characteristics.

The special procedure has been developed for realization of the purpose and research problems, allowing to research the specificity of stress-factors influencing, concrete resources and models of behaviour which we attribute to coping. During studying of social and psychological characteristics it was used the 16-factorial questionnaire of R. Ketell. For revealing of the consequences of application of these or those styles of reaction there was used the "Mental burning out" technique developed on the basis of three-componental model of a syndrome of "burning out" of K. Maslach and S. Jackson in adaptation of N.E. Vodopyanova and E.S. Starchenkova.

In the research there have taken part the consultants of phones of the special psychological help of Rostov-on-Don and the Rostov area (132 persons).

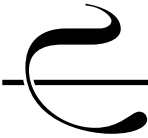
The analysis of results of the carried out empirical research of features of interaction of consultants with subscribers has allowed to make a number of conclusions.

Special psychological consultation by phone is the extreme form of interaction of the consultant with the subscriber. It is connected with occurrence of barriers on physical, biological, psychological, professional and socio-cultural levels.

Styles of consultants' reaction in extreme situations are appreciably determined by specificity of those problems with which subscribers address, their states, social psychological features of activity and the personality of consultants, conditions of the psychological realization help by phone.

We defined the generalized styles of reaction in concrete situations by results of the factorial analysis of the matrix containing the range lines of styles of reaction of all examinees of the sample at estimation of a certain situation. In a situation of the subscriber's appeal to suicide ideas, intentions and actions for the consultants of phones of the special psychological help there are characteristic active and passive coping styles of reaction with elements of anxiety. For a situation of the subscriber's appeal at night there are characteristic passive, avoiding models of behaviour with elements of boredom, aggression and evasion from interaction.

This character of reaction styles of consultants in extreme situations of consultation by phone is connected with that during interaction the important existential life aspects are mentioned. Besides the greater moral responsibility of the consultant for means of exit from crisis or stress offered to the subscriber demands active search of constructive overcoming of a pressure situation.



The appeal of subscribers on phone of special psychological help at night is connected with barriers of biological character overcoming of which is not worked by them.

Social and psychological characteristics of the personality of consultants, such as sociability, goodheartedness, emotional expressiveness, readiness for cooperation are statistically significantly interconnected with active coping models of behaviour.

It is established, that the more self-control of emotions and social behaviour is expressed among the consultants of phones of the special psychological help (Factor Q3), the more often they apply the style of reaction, characteristic to the extreme situations, allowing to find balance between empathy and rejection. It is an active overcoming model of behaviour.

Also it has been revealed, that the high working pressure, impatience as a feature of personality (Factor Q4) is statistically significantly connected with high frequency of application of style of reaction, characteristic for an extreme situation which causes strong anxiety, stimulates anger and indignation.

Search of balance between empathy and rejection as a style of reaction in extreme situations has allowed to understand, that it is statistically significantly interconnected with low parameters on subscales of a questionnaire “mental burning out” – “emotional exhaustion” and “reduction of personal achievements”. This fact testifies that application of this style of reaction promotes the balanced attraction of resources for extreme state overcoming.

The carried out research has allowed to develop a number of recommendations which can be to the full used by heads of phones of the special psychological help at selection of the personnel and by consultants.

At selection of consultants it is necessary to consider their social and psychological characteristics: sociability, goodheartedness, emotional expressiveness, readiness for cooperation, high self-control of emotions and social behaviour.

For consultants for prophylaxis of mental burning out it necessary to take part in professional actions (trainings, supervision) allowing to develop optimum styles of reaction in extreme situations promoting attraction of external and internal resources of coping with stress.

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Dautov D.F.

Influence of creative abilities on group's functional and role structure.

In the article there are presented the results of research of influence of creative abilities on group's functional and role structure and on the generally group parameters of creativity; the qualitative and quantitative analysis of the received data is given.

Key words: functional and role structure of group, creative abilities, role functions.

The social demand of new innovative ideas and the sharpest necessity for innovative and active experts demands creation of effective commands created "for a problem" and supporting the set rate of work at a guarantee of high productivity.

Now creation of these commands is complicated. So, despite of existence of some works devoted to this subject, there are complexities in establishment of unequivocal dependence between individual psychological characteristics of subjects and characteristics of groups formed by these subjects [3, 4].

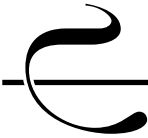
In the research there have taken part 72 examinees male and female in the age of from 19 till 20 years, students of 3, 4 forms of High educational establishments.

The purpose of this work consists in revealing of specificity of influence of creative abilities of group members on its functional and role structure as one of the reasons of a divergence between the properties shown by the individual and properties of group as a whole. Ability to creativity acts as such property. Achievement of the aim was realized in four stages.

1. Carrying out of research of creative abilities of examinees by means of a technique of the "Circles of E.Torrens" subtest, in view of the amendments formulated in the concept of M. Vallakh and N. Kogan [5].

2. Formation of groups, depending on a level of creative abilities by results of the spent testing where the first type of groups is formed of examinees with a low level of development of creative abilities; the second includes the groups formed of examinees possessing an average level of development of creative abilities; the third type includes groups with a high level of creative abilities among examinees. Thus, into each type there entered seven groups incorporating four persons. Thus, the total of examinees reached 72 examinees.

3. Carrying out of research of group creative abilities by means of "Construction of squares" techniques from the collection of tasks of V. Bolkhovitinov [2]. The essence of the technique consists in the following. The composition of five squares is shown to the group of examinees. The task of examinees consists in that, having removed the certain quantity of lines of components of the side of any square and having added a quantity of lines in exchange, to receive other number of squares, something that has been originally presented in conditions of the task. For simplification of thought process squares were made from matches, on the pattern represented in the form. The estimation of results is spent by quantity of correct decisions and the general number of the offered variants.



4. Carrying out of inspection of groups of examinees by means of the technique created by A.K. Belousova for participants of subgroups estimation of partners from the point of view of performance of functions of self-organizing of their joint cogitative activity [1]. The technique allows to correlate participants of joint activity with one of four cogitative functions: selection, generation, sense translation or management, realizations and as a consequence to define role function that the examinee had in group.

The qualitative analysis of creative abilities of types of groups has revealed the insignificant distinctions of this parameter between the third and the second type of groups, in spite of that the members of the third type of groups considerably surpassed a level of creative abilities. Thus, the first type of groups considerably yielded on this parameter to both the first and the second type.

Interestingly, that the groups of the second type incorporating individuals with average creative abilities surpassed on a parameter of creativity the group of the third type, though not considerably.

Explanations to this can be found in the quantitative analysis of results spent by means of a technique of A.K. Belousova which shows significant distinctions in number of the coordinated elections of examinees at correlation of members of group with the certain role function. The amount of similar elections varied from group to group; that testifies to a different sociometrics status of types of groups.

In groups of the first type average values at role functions elections have shown following values. Function of generation has received on the average 1,83 elections that testifies to a low degree of differentiation of this group duty. During joint cogitative activity a role of the generator of ideas was played by several persons at once, not having strongly pronounced achievements in opinion of other members of group. On the contrary, function of sense translation is presented by significant amount of elections – 2,33. Evidently, because of disputes arising between carriers of competing functions, a role of participants able to adjust interaction has increased, and owing to the limited number of group members, the competition has not arisen at this level. The amount of elections on selective and executive function has made 1,6 elections. Such low parameters can be connected with uncertainty, instability of group duties because of the low general intensity of joint cogitative activity. Probably, that at such weak expressiveness of creative abilities which is characteristic for groups of this type, examinees did not cope with tasks and have not been included fully in the processes of joint activity. At absence of object of thinking capable to unite participants of cogitative activity, members of group could not show functional predispositions inherent in them in a full manner.

In groups of the second type average values of elections has appeared below, than in the first. For the function of realization they have made 2,66. It means, that in groups this function shared, at least, two examinees, whose contribution was not significant enough for definition by only one member of group, the carrier of function. The least value was received by the function of selection or criticism – 2,16. It is explained, apparently, by that, at equal creative potential, each of members of group is capable to estimate decision variants of another and, hence, to state them a corre-



sponding estimation. The greatest value was received by the function of sense translation or administrative – 2.83, but thus its values differ from others only in a small degree. Nevertheless, prevalence of administrative role function can testify to aspiration of participants of cogitative activity to increase the efficiency through delegations of powers to one of group members. Rather small number of elections speaks that such strategy has succeeded not to the full, and in groups of the second type management was carried out from several centers.

In groups of the third type the average results on functions were distributed as following. Function of generation has received on the average 1,5 elections. In other words, practically each participant applied for this role. Such distribution of elections, obviously, speaks about a high level of creative abilities among all group members when all of them aspired to offer a correct variant of a problem decision, neglecting other duties. Other values, except an exclusion, have appeared not great. Value of selective function, unlike the previous case has appeared high enough, having made 3.66 elections. The analysis of mentions of surnames of examinees in connection with selective function, has shown, that amount of named examinees, as a rule, does not exceed one or two. The majority of participants did not aspire to critics of another's opinions, preferring to be engaged in a problem decision in own way. Those who criticized decisions of others were especially noted.

Results of the carried out research testify that group activity is influenced first of all by interaction of specific features of participants of joint activity which should be considered at formation of effective commands.

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Isaakyan O.V.

The environmental approach to the problem of psychological safety in education

Traditional contradictions between requirements of the educational environment and real psychological opportunities and features of pupils can be resolved at a local level through creation of safe educational environment of concrete educational establishment, as creation of educational space of this educational establishment, giving to pupils and teachers an opportunity of choice of various educational technologies, forms of activity and other conditions providing satisfaction of need of society and pupils in their harmonious education, development and age socialization.

Key words: *psychological safety, safe educational environment, approach ecopsychological, ecological psychology.*

In modern psychological science there are examined various models, conceptualizing the interrelation of the subject and his space of growing-up and socialization. In such understanding the definition of space of educational environment has been given by G.A. Kovalev who emphasizes, that into the sphere of the psychological analysis of school environment there enter more often three basic interconnected parameters: physical environment, human factors and programs of training. The contents of physical parameter there form features of architecture of a school building, degree of openness – closeness of school design, size and spatial structure of class and other rooms of school building, ease of their spatial transformation at arising necessity, etc.

In conformity with the analysis of the spatial component of educational environment this (ecopsychological) approach is realized through registration of representation model of the spatial and subject environment of ordinary life. In a basis of this model there is an idea about environment's presentation in the mental contents having complex multilevel hierarchical structure with a set of properties, inherent in each level. The structural contents, thus, is determined by existence of sensual level caused by laws of internal organization of perception and having a base character, and a level of sense constructs (which in turn has sublevels from situational – personal senses, motives, sense attitudes – up to a system of the steadiest senses – integrated sense regulation of personality), actualizing a value component of perception, moral and aesthetic and spiritual components. "These levels of representation (sensual and value-sense) have hierarchical structure: sensual level is defined as fundamental and it is considered as a basis for formation and functioning of the level of senses" [3, p. 300].

Empirical validation of the model presented above was spent by Panyukova U.G. and has allowed to reveal parameters or properties of sensual and substantial levels of representation of the spatial-subject ordinary life environment. So, the contents of the sensual level of representation is shown in such environment's properties as its openness-closeness, structure-randomness, complexity-simplicity, size, etc. The level of senses in representation of the spatial-subject environment is differentiated on ethi-

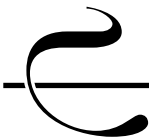


cal, pragmatical and aesthetic components, accordingly, presented by such properties, as, for example, proximity-alienation, assimilation-unassimilation, attractiveness-unattractiveness. In result of the comparative analysis of representation of various loci of school space (school court yard, educational rooms, rooms of directors and directors of studies, corridors, recreational rooms, dining-hall, sport halls and so forth) there were distinguished various parities of formal and substantial components, and within the limits of the value-semantic component, various parity of pragmatical, ethical and aesthetic parameters in representation of space of the educational environment.

Within the limits of the ecopsychological approach it is emphasized a necessity of consideration of the personality in a system "Person – Social environment" where changes which have happened in parameters of one system, conduct to change in parameters of another. Ecological compatibility of educational environment provides preservation of health of all its participants due to optimality of interaction. In opinion of Panov V.I. "the person and environment are the cumulative subject of development where the system "individual-environment" acts as the complete subject realizing in its formation general natural principles of development and by that capable to self-development" [17, p. 308]. More often the ecological psychology is considered as the basic native approach to research of psychological safety of educational environment and factors of pupils' health saving. Among approaches to a problem of educational environment understanding it is possible to distinguish base models of educational environment: ecological and personal (Deryabko S.D., Lebedeva V.P., Yavsin V.A.), psychological (safety, developing effect, etc.) (Baeva I.A., Rubtsov V.V.), anthropological and psychological model (Slobodchikov V.I.), and also ecopsychological model (Vinichesnko M.A).

It is especially important the social component of environment assuming experience of social attitudes which pupils can get during interaction with other pupils, teachers, representatives of school psychological service. Dialogic nature of relations is examined as the important characteristic of this component as it is the factor of humanization of all educational process, the basis of the positive experience of joint activity gaining, solution of problems connected with psychological discomfort. Within the limits of such approach the system "individual-environment" as the special case of the system "person-environment" provides a set of opportunities of concrete person's finding of individuality of the mental processes, states and consciousnesses.

According to the ecopsychological model educational environment as a condition and means of development of individuality of the schoolboy should provide creation of educational space of the given educational establishment giving to the pupil and teachers an opportunity of choice of various educational technologies, forms of activity and other conditions providing satisfaction of need of society and individual needs of pupils on the basis of their inclusion in various kinds of coinstitutional work, communicative, research, design, art, sports and other kinds of activity necessary for socialization of pupils according to their age period of development; creation of interaction situations within the limits of which there is a meeting of the pupil, the teacher and other subjects of educational process with the specified educational space; trans-



formation of teaching material into means of creation of problem-developing educational situations, and the pupil into the subject of activity of their overcoming.

Special section in the problem we are interested in is professional-significant features of managers in education as the factor of designing of the educational environment.

Psychological factors of safety of educational environment considered in modern psychological and pedagogical sciences are analyzed basically in a factor vector (importance of influence) from the point of view of such components of educational environment's safety as features of subjects of educational process, influence of their psychological features on specificity of safety of modeled space. The problem of psychological safety of environment and the personality in educational space in modern pedagogics and pedagogical psychology occupies one of the central places. Numerous concepts, models and systems of operationalization on prognosis and providing of psychological safety of schoolboys in conditions of educational space can be typologized on three levels: general (level of education system), private (level of process of education) and individual (level of a concrete discipline).

Special section in the problem of safety of educational environment, along with health and psychological state of pupils is the section devoted to studying of influence of teachers (those who are the direct organizer of structural and functional components of educational process) on features and specific displays of environment of education, development and self-development of pupils of different age groups. During the present there is rather enough researches devoted to studying of various aspects of pedagogical activity, features of personality of the teacher, anyhow influencing on safety of educational environment formation (requirement to the personality of the teacher, pedagogical abilities, individual styles of pedagogical activity, function of pedagogical activity, pedagogical tact and its structure, etc.). Quite enough works are devoted to a problem of influencing of basic components of pedagogical activity, constructive component, organizing component, communicative component, on examined features of education.

However, analyzing the pedagogical and psychological literature, it is observed an obvious deficiency of researches of how a style (or, more exact, a way) of educational establishment management influences features of safety of educational environment. Those data which are presented more often have fragmentary character and examine only separate questions of considered problem. So in the works of Anischenko T.A. (2005), Eliseeva S.A. (1982), Shelomova T.V. (1997) there are examined psychological factors of safety of work of the manager in education [26]. They reveal, that at the present stage of development of modern school organizations, to managers in education there are shown increased requirements to competence and efficiency of the person, to his physical, moral, mental qualities and abilities. Such requirements entail increase of psychological loadings which negatively affect on working capacity of the person, on his attitude to work, on social and psychological climate in collective. Within the limits of the offered by these authors approach there are examined psychophysiological (safe psychomotility, a necessary level of psychomotility development for providence of a safe level of emotional and psychological stability, ability to overcome states that



influence on psychomotility negatively) and psychological factors (mental states, individual and psychological factors, self-control, behaviour in extreme situation) of safety of work of the manager in education. It allows to study in more details the limitation of personal traumagenic factor from technical and organizational features, to correlate success and safety of work, to synthesize personal traumagenic factor in a system "person-person". Developing on a scientific basis the special preventive actions which have been included in structure of education, up-brining, professional orientation, psychological preparation in the field of management, it is necessary to be guided that success of the manager in education is influenced by following features:

- critical estimation of a parity between success and safety of work;
- ability to not risking in usual administrative activity, observing thus instructions, normative and legal acts;
- ability to run risks in extreme situation, providing thus success and safety of work;
- untraumatic and accident-free approach to work with creative contents;
- prediction of variants of action of sources of danger;
- distinction of weak signals, harbingers of danger;
- ability to the safe work organization.

The stated approach examines how the work of the manager in education structurally contains elements of danger (psychological and sociological), but basically it is focused on those aspects of safety of educational environment which are mainly connected with efficiency of prophylaxis of infringements of requirements of activity safety. However, thus there is no focus on features of the personality of the head of school which directly influence on psychological health of schoolboys and pedagogical collective providing a state of "psychological comfort" for all participants of pedagogical process.

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Kazarayn K.A.

Interpersonal relations as the precondition of formation of ideas about each other

In the article there are presented the results of the theoretical analysis of native psychologists' researches on a problem of interpersonal relations which allow to understand, how much there were reflected its basic aspects. These materials can make a theoretical basis for studying of students' ideas about each other during interpersonal interaction.

Key words: *interpersonal relations, influences, environment, interaction, personality, psychological mechanisms, strategies, ideas, polydetermination, communication, personal identification, reflection, transcendence.*

To the present the research of interpersonal relations has allowed to designate their basic vectors precisely enough. More often they are defined as subjectively experienced interrelations between people, objectively shown in a character and ways of mutual influences. There is also an understanding of interpersonal relations as objectively experienced and realized in different degree interrelations between people (Obozov N.N.).

Interpersonal relations are influenced by environment in which they are developed, and with which the person really cooperates. According to ideas of Andreeva G.M., under certain conditions identity of personality can become mainly "environmental". From here it is clear the importance of quality of environment, its psychological characteristics which determine not only strategies of interpersonal interaction, but also base ways and psychological mechanisms of person's functioning.

In native psychology there was generated the understanding of that in a basis of interpersonal relations various emotional statuses of cooperating people lay. Unlike business (tool) relations which can be both officially fixed, and unfixed, interpersonal communications sometimes are named as expressive, emphasizing their emotional contents (V.A. Labunskaya, V.A. Petrovsky, T.P. Skripkina, P.M. Yakobson). Interpersonal relations are also named as interpersonal. The term "interpersonal" specifies not only that as the object of relation the other person acts, but also reflects a mutual orientation of relations. It allows to distinguish interpersonal relations from the self-relation, attitudes to subjects and from intergroup relations.

B.G. Ananyev, M.M. Bakhtin, V.M. Bekhterev, A.A. Bodalev, L.S. Vigotsky, A.N. Leontyev, V.N. Myasishev, S.L. Rubinshtein and other native psychologists examined interpersonal interactions as the important condition of mental development of the person, his socialization and formation of the personality. Their researches have shown that during interpersonal interaction between people first of all there are formed ideas about each other, skills of communication are developed and relations are formed; the mutual exchange of activities, their ways and results, presentations, ideas, interests, feelings, etc. is carried out.

One of the major variants of development of the personality as a result of "I" mirroring in the other process was offered by V.A. Petrovsky. He defined interpersonal relations as a system of attitudes, orientations and expectations of group members



towards each other which are caused by the contents and organization of joint activity and values on which communication of people is based.

For disclosing the features of "I" mirroring in the other and occurrences of the "You" category there are used such concepts as "reflection" and "transcendention". The reflection assumes person's immersing into the private world. Transcendention assumes the person's exit "from himself", for limits of own private world that allows him to separate with the purpose of knowledge of surrounding being and himself in it.

Owing to the spent researches, to the present it became clear, that creation of a private world of each person is closely connected with social interaction with other people, with development of mechanisms of personal and social identification, with features of generation of an image of Another, an image of Group, an image of Environment, etc. As researches show, in consciousness of the person these images are organically intertwined in an "I" image and in appropriate way regulate his behaviour. Quality of interpersonal relations received in result of this is characterized by the certain variability.

Aspiring to reveal their variety, N.N. Obozov has concentrated the attention on emotional variety of interpersonal relations, having distinguished positive and negative emotional states, intrapersonal and interpersonal conflictness, emotional sensitivity, self-satisfaction, satisfaction in the partner, work, etc. There has been revealed, that emotional contents of interpersonal relations changes in opposite directions, starting from conjunctive (positive, brining together) to indifferent (neutral) and up to disjunctive (negative, dividing) relations. In some cases the emotional aspect of interpersonal relations is characterized as ambivalent.

Carried out researches have allowed to understand, that interpersonal relations possess polymodal determination. There can be attributed to them: interest, understanding of necessity of interaction, cooperation, communication, inclusiveness, etc. For real existence of interpersonal relations it is demanded from subjects of interaction the certain strategy of behaviour and interaction, communicative registration, realization of system of actions, verbal and nonverbal reaction, emotional and willed displays, adequate perception and understanding of Another, self possession, and in conflict case rendering assistance in difficult situations.

Interpersonal relations differ, first of all, under the value contents. And consequently they can have various consequences for personalities included in them, depersonalizing them or opening new opportunities of development. Interpersonal relations set a space of personality's development.

Interpersonal relations possess complex structure. In their structure they usually distinguish following substructures (G.M. Andreeva, A.A. Bodalev, Y.L. Kolominsky, B.F. Lomov): behavioural (behavioural strategy, set of verbal and nonverbal means of communication), affective (features of emotional sphere, self-estimation) and cognitive (features of perception sphere, character of cognitive tactics, features of cognitive information processing).

Each of the designated structural elements have an influence on the quality of interpersonal relations, including their stability. Quality of interpersonal relations is determined by external and internal in relation to their subjects' factors. To the present time it is collected rich enough information on these factors (by Kunitsyna V.N., 1973, 2001).

L.S. Vigotsky specified that quality of interpersonal relations depends on sense, i.e. presence of identical understanding of a dialogue situation among subjects of communi-



cation. The similar opportunity is realized only in the case of inclusion of communication in some general system of activity. The similar position is occupied by A.A. Bodalev who considers, that the success of interpersonal relations consists in perception and understanding of people by each other. L.I. Bozhovich stated an idea that quality of interpersonal interaction depends on ability of the person to estimate and regulate the behaviour. This ability, in its treatment, depends on the person's experience of communication in childhood.

B.F. Lomov recognized that quality of interpersonal relations is determined by communication of subjects. In process of their development they are comprehended, realized, become more and more intellectual, not losing thus the emotional saturation. Communication of subjects, in his treatment, represents a process of interchange of information, emotions and regulating actions. Practice shows, that the favorable precondition for successful formation of interpersonal relations is mutual knowledge of partners about each other, generated on the basis of interpersonal knowledge. At the same time, the information or social experience are not always capable to get into a personal field of the person since they can enter into the contradiction with "I-concept" of personality. In that case there is a "filter" of "I-image", "not supposing an alien body inside of this balanced organism" (Kaigorodov B.V.).

In some cases interpersonal relations can be broken by various conflicts. Notorious refusal of true interpersonal relations and their substitution by formal superficial relations can be observed. In this case sincere interpersonal relations are replaced either by learnt ritual of politeness, or by ignoring of any form of relations. As a result the person experiences loneliness and estrangement from reality that adversely affects on his mental well-being.

Infringements of interpersonal relations in the certain measure are connected with absence of account of a realized phase of dialogue as on each of them they solve the tasks; there occurs a reconstruction of contents and forms of dialogue. In works of some native authors (A.A. Leontyev, L.A. Petrovskaya, V.A. Petrovsky, etc.) in consideration of quality of interpersonal relations the special place is devoted to a personal component, carrying out in a system forming role in communication.

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Kremenenko O.D.

Professionally significant features of managers and administrators in education as the factor of educational environment designing

In the article there are examined professionally significant features of managers and administrators in education, their most typical dynamic characteristics as components of sense of life strategies directed on formation of safe educational environment.

Key words: vector of factorness, manager in education, psychological safety of environment and personality, self-realization, sense of life strategies: preventive, isolating, rehabilitating.

Psychological factors of safety of educational environment considered in modern psychological and pedagogical sciences are analyzed basically in a vector of factorness (the importance of influence) from the point of view of such components of safety of educational environment as features of subjects of educational process, influence of their psychological features on specificity of safety of modeled space. In modern pedagogics and pedagogical psychology the problem of psychological safety of environment and personality in educational space occupies one of the central places. Numerous concepts, models and systems of operationalization on forecasting and maintenance of psychological safety of schoolboys in conditions of educational space it is possible to typologize according three levels: the general (level of education system), private (level of process of training) and individual (level of concrete discipline).

Special section in the problem of safety of educational environment, along with health and psychological status of pupils, is a section devoted to studying of teachers' influence (those who are direct organizers of structural and functional components of the process of training) on features and specific displays of the training environment, development and self-development of pupils of different age groups. During the present period there is enough researches devoted to studying of various aspects of pedagogical activity of features of personality of the teacher, anyhow influencing on safety of formation of educational environment (requirement to the personality of the teacher, pedagogical abilities, individual styles of pedagogical activity, functions of pedagogical activity, pedagogical tact and its structure, etc.). Plenty of works are devoted to a problem of how the basic components of pedagogical activity – constructive component, organizing component, communicative component – influence considered features of education.

However, analyzing the pedagogical and psychological-pedagogical literature, it is observed an obvious deficiency of researches of how the style (or the way, more exactly) of management of an educational establishment influences features of safety of educational environment. Those data which are presented more often have fragmentary character and consider only separate private questions of considered problem. So in works of Anischenko T.A. (2005), Eliseev S.A. (1982), Shelomova T.V. (1997) there



are examined psychological factors of safety of work of the manager in education. They reveal, that at the present period of development of modern school organizations, towards managers in education there are increased requirements to competence and efficiency of personality, to physical, moral, mental qualities and abilities. Such requirements entail increase of psychological loadings which negatively affect working capacity of the person, his attitude to work, and social and psychological climate in collective. Within the limits of the offered by these authors approach there are considered psychophysiological (safe psychomotility, necessary level of development of psychomotility for maintenance of a safe level of emotional and psychological stability, ability to overcome states, negatively influencing psychomotility) and psychological factors (mental states, individual and psychological factors, self-control, behaviour in extreme situation) of safety of work of the manager in education. It allows to study in more details restrictions of personal traumagenic factor from technical and organizational features, to correlate success and safety of work, to synthesize personal traumagenic factor in the system "person-person". Developing on a scientific basis special preventive actions which were included in structure of education, up brining, professional orientation, psychological preparation in the field of management, it is necessary to be guided by that success of the manager in education is influenced by following features:

- critical estimation of a parity between success and safety of work;
- ability to not risking in usual administrative activity, observing thus instructions, normative and legal acts;
- ability to run risks in extreme situation, providing thus success and safety of work;
- untraumatic and accident-free approach to work with creative contents;
- prediction of variants of action of sources of danger;
- distinction of weak signals, harbingers of danger;
- ability to the safe work organization.

The stated approach examines how the work of the manager in education structurally contains elements of danger (psychological and sociological), but basically it is focused on those aspects of safety of educational environment which are mainly connected with efficiency of prophylaxis of infringements of requirements of activity safety. However, thus there is no focus on features of the personality of the head of school which directly influence on psychological health of schoolboys and pedagogical collective providing a state of "psychological comfort" for all participants of pedagogical process.

The testing spent with teachers-heads in a number of schools of Kamensk-Shakhtinsk town of the Rostov area has allowed to reveal the most typical dynamic characteristics as components of their sense of life strategies. At a qualitative level depending on orientation on a problem of safe educational environment there were revealed three sense of life strategies: preventive (prevention of risks in educational environment), isolating (tendencies to see the reason of risks in educational environ-



ment exclusively in a context of social problems), rehabilitating (strategy of overcoming of risks in educational environment).

Studying of aspiration to self-actualization has shown that depending on orientation on a problem of psychological safety, teachers-heads focus on various aspects of self-realization. Also there have been revealed three basic similar to the stated above tendencies by means of which teachers-heads realize themselves during construction of safe educational environment. In preventive groups teachers live the present in a greater degree, not postponing life on "then". In a greater degree the positive sight at human nature is inherent in them (strategy of thinking as: "The person is kind by nature, all his negative features are from environment and education"). The creative attitude to life, aspiration to search for different variants of decision of arisen situations. Aspiration to have own, independent opinion on these or those questions. Free, easy, natural behaviour is given without efforts; the teacher is not afraid to be natural before subordinates or pupils. Sensitiveness (sensitivity of the person to his desires and needs). A scale of contactness and flexibility of behaviour testify that in preventive group teachers in a greater degree are focused on sociability, establishment of strong and benevolent relations with associates, aspiration not to be guided by social stereotypes, ability to self-expression in communication.

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Lunina E.B.

Transformations of sense sphere at late age

In native psychological science the period of an old age is studied much less, than a first third of human life. As one of the founders of native gerontology L.I. Antsyferova fairly marks, "psychological science has started to show growing interest to a problem of ageing of the person and his life at elderly and old age only at last third of XX century". What are the tendencies of sense of life changing during this age period? This question is an actual subject of the psychological analysis.

Key words: *life way of the person, sense sphere of the person, age periods, transformations of sense sphere, sense of life, satisfaction in life.*

Periodization of life way of personality is a problem which during many decades involves experts: psychologists, sociologists, physicians. The basic researches, certainly, are connected with the periods of formation, childhood, adolescence, youth, – the periods when there are formed basic value orientations, the sense of life concept of the personality. However, it is not less obvious, that the further life, the further life changes, introduce the specificity in an individual picture of the world, in strategy of interaction with self and associates. They mark two boundaries of development of the mature person: in the age of 30 ± 2 years in the form of reassessment of life way when the person thinks not only of correctness of his choice, but also corrects a lot in it ("crisis of average years" in the age of the Christ) and prepension crisis in the age of 55 ± 3 years when there comes the period of pension life planning. At mature age the basic psychological problem becomes acceptance of self (i.e. objectivization of personality). More often than others identification of mature age is based on identification in the field of professional work, achievements and the status, and labour activity represents itself as a condition and a form of maturity's display.

At transition to elderly and to old age the person gradually restrains to that role and position which he has achieved during life. He is aimed at worthy end of life; he is guided by own health and universal values (for example, validity). Though ageing is the inevitable biological fact, nevertheless the cultural environment in which it happens, influences on it. There are data that, first, old people with healthy mentality more actively participate during dialogue, than insane persons; secondly, elderly women, on the average, have more social roles, they have more friends, than men and they complain of loneliness and lack of social contacts more often.

The ancient French proverb – "Everyone grows old, according to how he lived" – plans only one of the tendencies inherent elderly and old age. It does not reflect other laws of this age period. Actually the image which makes related even very not similar people is inherent in an old age.

It is considered, that the exit on pension is as though dividing line between age of active actions, health and vivacity and the period of old age when activity is replaced by passivity, life turns into struggle for health, interests become more narrow,



life flows as “family and household pictures”. It is considered that old age inherent in illnesses, and youth inherent in health.

From time immemorial old age and illnesses were associated with a situation of life deadlock, the inevitable end of way. Finally the majority of people considered that the age means inevitable transition to illnesses, powerlessness and immovability. Mark Twain in due time wrote: “there is no person who in an old age would not say, that his life did not succeed”. However, now it is not so. Today’s aged, for example the USA, Germany, the Great Britain, Japan and other economically developed countries, deny these ideas. Exactly half of people who are from 75 up to 84 do not have problems with health which would demand special treatment or limited their activity.

In our country position of people of late age gets special value and in connection with proceeding not for the first decade social and economic transformations which inevitably lead to instability of well-being of the elderly population of Russia, and, first of all, with that people of prepension and postpension age, to the greatest degree requiring support and protection of the state, every year it becomes more and more.

At a period, when the person should start to live in a new fashion (if he retires on a pension) or at least to understand that his age gives other vital status to him (if having reached a pension age, he continues to work), certainly there should be changes in sense sphere of personality, even in her steadiest components. Sense of life is one of such psychological phenomena.

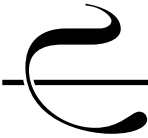
The problem of sense of life concerns to a number of interdisciplinary problems. By definition of D.A. Leontiev “the sense of life is the concentrated descriptive characteristic of the most pivotal and generalized dynamic semantic system responsible for the general orientation of life of the subject as of whole”.

Ideas about the sense as about a life task is developed in the theory of personality of V. Frankl. He considers the aspiration to search and realization of individual sense as the congenital motivational tendency which is inherent in all people and being a determinant of behaviour and development of personality. The sense is “the most human phenomenon as the animal is never anxious about sense of the existence” (Frankl, 1997). Absence of sense generates the state of existential vacuum, being the reason of specific to the present “noogenic neuroses”. In opinion of Frankl, for optimum existence of the person and his mental health it is necessary the certain level of pressure between the person on the one hand and the objective sense localized in external world which should be carried out, from the other (Frankl, 1990).

The sense should always be ahead of being, and its basic function, “sense of sense is to set the rate to being”.

The doctrine of V. Frankl is democratic in the sense that recognizes an opportunity of the person’s finding of sense irrespective of sex, age, creeds, intelligence or the social status. In human life the sense acts as an imperative demanding realization.

V. Frankl distinguishes special measurement in structure of the person, not reduced only to biological psychological existence. “Noethical measurement”, in his



opinion it is impossible to comprehend the sense by means of psychological methods, as the sense of life can't be expressed verbally or, in general, it is inexpressible.

Stating the idea about originality and uniqueness of sense, V. Frankl, at the same time, emphasizes, that not each being is meaningful. For example the hedonistic way of life, since pleasure cannot be sense, but is an internal state of the subject.

V. Frankl distinguished three groups of positive values: values of creativity, value of experience, and values of attitude.

The core way of realization of values creativity is work. The sense of work consists in what the person does over official duties. In native psychology this position is crossed with a category of "above normative activity" of V.A. Petrovsky. Among the values of experiences love occupies the special place, as mutual relations at a level of spiritual and sense measurement, knowledge of other person and his deep essence. Despite of the big sense potential of this experience, absence of love, in opinion of V. Frankl, is not an obstacle for person's finding of sense of life.

The person comes to values of attitudes in a case of occurrence of circumstances which he cannot change, but always can take the intelligent position in relation to them.

In modern psychology they distinguish four variants of attitudes between sense of life and consciousness: not realized satisfaction, not realized dissatisfaction, realized satisfaction, realized dissatisfaction.

It is separately distinguished a replacement of sense of life when adequate comprehension of objective life orientation carries threat for self-esteem. The typology of U.V. Aleksandrova have something in common with this typology; there are considered three variants of parity of the objective life sense, corresponding to supreme motivation, and subjective, accepted by the person. In the first variant they correspond each other, in the second, the objective sense is superseded from consciousness, leaving an experience of vacuum, and in third it is superseded from consciousness, being replaced with another, subjective sense which is not conterminous with objective. In the last case we deal with that V.E. Chudnovsky characterizes as senses-ersatz which create illusion of easy and fast achievement of satisfaction in life, passing difficulties of search of its original sense.

Transformation of satisfaction in life as a component of the integrated life sense has following tendencies at late age:

The phenomenon of satisfaction in life at late age can be considered as a set of its two components: satisfactions in life as a whole and satisfaction in realization of sense of life. The presented components are closely interconnected with each other, however cannot be considered identical.

Satisfaction in life of older persons is frequently connected with some of their objective characteristics, and also with their subjective judgments of various sides of life. So, elderly, satisfied in life, differ by a higher educational level, the most part from them, unlike unsatisfied elderly, at the desire is included in labour activity, have no non-realized desires concerning the employment.



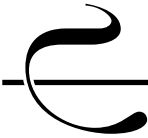
Presence of matrimonial relations also is a characteristic for satisfied in life of elderly in a great degree. At the same time satisfaction in life is not connected with the age and sex in an old.

The older persons satisfied in life in a greater degree are satisfied in the health, they estimate conditions of residing and a level of satisfaction of the majority of the needs more positively, to the greatest degree it concerns needs for interpersonal relations and self-realization.

The quantity of the events included by the elderly person in a subjective picture of life way has connection with his satisfaction in life. The more events are included in a life picture, the above is a level of satisfaction in realization of sense of life.

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Mkrtchyan I.A.

Problems of adaptation of schoolboys – forced immigrants

As during the 1980-1990 there appeared a plenty of forced immigrants, this fact has put forward a problem of complex adaptation of these groups of people. The analysis of problems of adaptation of forced immigrants shows, that they extremely require the professional psychological help. In our opinion, the degree of expressiveness of stress of acculturation, duration of intercultural adaptation depend on many factors among which rather essential are socially-demographic, social and specific personal features. Process of adaptation is multilateral, active; it includes formation of means and ways of behaviour directed on mastering by educational activity and effective interaction with new social environment. The difficulties leading to infringement of adaptation, often have temporary character, however among some children they are characterized by gravity and prevent from general psychosocial development.

Key words: adaptation, forced immigrant, acculturation, segregation, marginalization.

The major problem in studying of features of adaptation to new socio-cultural environment of forced immigrants is the problem of strategy of adaptable process.

The first question which is mentioned in a vein of this problem concerns the ratio of group and personal levels of acculturation. Such differentiation has been made in cross-cultural psychology. This parity is important for two reasons. First, if at a level of group changes happen in social structure, the political organization, economic relations, cultural features, at a level of the personality the behaviour and phenomena of consciousness (identity, values, attitudes) are transformed. Secondly, acculturation of each person is a unique process which can not coincide with group changes [1, 6]

In work with schoolboys – forced immigrants it is necessary to reveal individual coping strategy available to the child who has come to Russian-speaking school, and also to reveal coping strategy of his parents as they can render huge influence on passage of adaptation of the child to school and new vital conditions [3, 4]. Duration of intercultural adaptation depends on many factors among which rather essential are social and demographic, social and specific personal features [8, 9].

Among social and demographic factors the sex is one of the most actively influencing on the forced immigrants' adaptation. Our data specify that female persons are less adaptive in comparison with male persons. They are more subject to deterioration of psychological state and health, among them there are more spread pessimistic estimations concerning correctness of the made choice and estimation of prospects of adaptation to new conditions [5]. For girls – forced immigrants of the more significant is importance of preservation of cultural loans from those people in whose environment they lived before moving from Native land. Expressiveness of aspiration to preservation of the socio-cultural identity among girls can operate in two directions. One of these directions conducts to a negative attitude to other cultural environment, refusal of interaction with it, and, hence, to isolation from a



new environment; another – to acceptance of new cultural values without loss of own, that is to integration [10].

In comparison with sex the factor of age influences on the process of adaptation to conditions of foreign culture's environment much more. Young men adapt to conditions of foreign culture's environment more quickly, than elder people. Children of preschool age adapt quickly and successfully, but for schoolboys-teenagers this process can appear painful. Immigrants of young age experience the crisis of identity connected with change of a residence and social environment less sharply. The young generation of immigrants finds the place in new environment more quickly and they feel themselves more comfortably in it.

The factor of not less importance, influencing on development of these or those social and psychological phenomena, is the social status of immigrants caused by their residing in city or countryside. Forced immigrants who have lodged in settlements and villages were more frustrative in the new socio-cultural environment. Personal features are one of the most significant factors influencing on adaptation of the individual. On the basis of our research by means of 16-factor questionnaire of Kettel there have been received the average personal structures, which gave following result. Among the forced immigrants such qualities as riches and brightness of emotional experiences, naturalness and ease of behaviour, sociability, openness, attentiveness to people, aspiration to cooperation are expressed. These people are characterized by emotional immaturity, not always can operate emotions and mood; they are self-reliant, realistic, responsible, diligent, strictly adhere to moral principles; they are characterized by low self-checking and sensitivity to social approval.

Forced immigrants are inclined to show the tendency to independence; they are inclined to aggressive upholding of these rights. They have various intellectual interests; such qualities as criticality and analyticity of thinking are expressed among them. These people behave independently, but often cannot show the initiative. It is necessary to consider, that any characteristic is dialectic and has both the "obverse", and the "reverse" side. The specified personal features are good for some kinds of activity or situations and bad for others. Also huge value has social and psychological criteria of adaptation at school. New conditions of a life in which the schoolboy – forced immigrant gets coming to school since the first days puts before the child a number of problems. It is necessary for him to master by educational activity successfully, to master school norms of behaviour, to join class collective, to adapt to new conditions of mental work and mode. Process of adaptation is multilateral, active, including formation of means and ways of behaviour directed on mastering by educational activity and effective cooperation with new social environment. Difficulties leading infringement of adaptation more often have temporary character, however among some children they differ by seriousness and interfere with general psychosocial development [2, 7]. As the carried out research shows infringement of adaptation are preconditions for development of pathological states of different sort.



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Sinelnikova O.P.

Empirical studying of senior schoolboys' ideas about safety of life activity

In the article results of empirical research of senior schoolboys' ideas about safety of life activity are presented; their differentiation on a level of self-identity, character of relations with parents, with contemporaries, on a level of personal anxiety, and also on prevailing orientation of coping-behaviour is given. It is proved, that senior pupils' ideas about safety of life activity are variative enough in their substantial and semantic components, volume, orientations and depend on the priorities of construction of interaction with world around.

Key words: safety, ideas, development, life activity, personality, senior schoolboy, situation, self-identity, communications, validity, experiment, anxiety, positive relations.

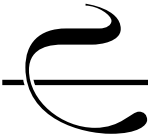
Purposeful researches of psychological aspects of safety of life activity of the person have begun only in XX century. The analysis of the works of native and foreign authors has allowed to reveal ideas about safety of life activity as a psychological phenomenon which enough for a long time enters into a field of scientific researches (Baeva I.A., 2002; Balashov A.V., 2006; Burlachuk L.F., Korzhova E.Y., 1998; Vasilyuk F.E., 1993; Grachev G.V., 1998; Grigoryan R.V., 2007; Kolesnikova T.I., 2001; etc.).

To the present time some approaches to understanding of psychological essence of a phenomenon of safety were generated: functional, ascertaining and attributive. Applied researches in the sphere of safety have allowed to establish characteristics of safety of the person in various conditions of his life activity (labour, educational activity), personal qualities promoting and interfering achievement of safety, to offer approaches to safety of the person, etc. The major result of the spent researches was the conclusion, that the major factor of safety of the person is the subjective factor as which there act not only personal qualities of the person, but also his ideas about safety. The analysis of the works opening psychological essence of subjective ideas has allowed to establish, that alongside with concreteness, ideas are characterized by integrity, generalization, completeness, brightness, clearness of an image.

We have distinguished and analyzed two approaches to studying of ideas of the person: situational-environmental and age. Studying of the psychological features, inherent in the person at the senior school age, has allowed to establish that during this period he especially requires the formation of adequate ideas about safety.

Alongside with concreteness, the ideas are characterized by integrity, generalization, completeness, brightness, clearness of an image. Ideas of senior pupils about safety of life activity at a substantial level are characterized by presence of following vital priorities among them: house and parents, physical attributes of protection, social institutes of safety, property, health, circle of communication.

It is established, that qualitative aspects of senior pupils' ideas about safety possess a polar modality: they contain both negative and positive estimations of life activity organization of the person from positions of safety. These ideas reflect a various level of positivity of the subject's relation to various sides and phenomena of world around.



Senior pupils' ideas about safety of life activity are rather variative in the substantial and semantic components, volume and orientation. They depend on the priorities of construction of interaction with world around. The selective importance and positivity of estimation of the phenomena of world around as making parts of ideas about safety of life activity are formed under influence of some psychological features inherent in the subject: type of sex and role identity, level of self-identity, character of subjective control inherent in the person, positivity of relations with parents, social status occupied in collective of contemporaries, state of personal anxiety, used coping-strategies. Each of these characteristics brings the contribution to formation of senior pupils' features of ideas about safety of life activity.

The empirical investigation phase included ascertaining and forming kinds of experiment. The ascertaining stage of experiment has been directed on fixing of qualitative and quantitative features of senior pupils' ideas about safety of life activity, revealing of features of their structure and variability of parameters (substantial units, volume and orientation).

For realization of experimental tasks we developed a technique of the individual semantic differential, allowing to study features of senior pupils' ideas about safety of life activity. The contents of scales and elements of this technique have been received experimentally on the corresponding sample of examinees that has allowed to increase a level of validity of all presented experiment and has made attractive its use in the further researches.

As the substantial analysis of the received data shows, the volume of senior pupils' ideas at positive relations with parents is wider as a whole on volume of ideas about safety of life activity, and inside of each of the distinguished subgroups of these ideas ("family", "house", "physical attributes of protection", "social institutes of safety", "property", "health", "circle of communication").

The similar tendency is found out among senior pupils differing on their sociometrics status occupied by them in a collective of contemporaries. On the subselection of senior pupils-leaders there is revealed a statistical prevalence ($p < 0,05$) of greater volume of ideas about safety in comparison with volume of the corresponding ideas of senior pupils rejected by contemporaries (accordingly, 8,1 units and 6,2 units). Senior pupils-leaders, in comparison with senior pupils rejected by collective of contemporaries, possess a smaller share of small (from 0 up to 4 units) and a greater share of great (from 9 up to 12 units) on volume of ideas about safety of life activity.

According to the received results, ideas of senior pupils about safety of life activity differ on the modality. They are differentiated on a level of self-identity ($p < 0,01$), character of relations with parents ($p < 0,05$) and with contemporaries ($p < 0,05$), level of personal anxiety ($p < 0,01$), prevailing orientation of coping-behaviour ($p < 0,05$).

Statistically reliable distinctions in positivity of ideas about safety of life activity are established between senior pupils differing on a level of development of self-identity and personal anxiety. The greatest help in development of ideas about safety of life activity is demanded by senior pupils who experience difficulties in establishment of social communications, experiencing low self-identity and high personal anxiety. Ideas of senior pupils about safety of life activity is the complex psychological phenomenon



described on the basis of certain objects distinguished by them (sources and means of safety of life activity) and characteristics (qualitative parameters of required objects) of life reality, connected with safety of the person.

Senior pupils' ideas about safety of life activity at a substantial level is characterized by presence of following vital priorities: house and parents, physical attributes of protection, social institutes of safety, property, health, circle of communication.

Qualitative aspects of senior pupils' ideas about safety possess a polar modality: they contain both negative and positive estimations of organization of life activity of the person from positions of safety. These ideas reflect a various level of positivity of the subject's relation to various sides and phenomena of world around.

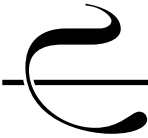
Senior pupils' ideas about safety of life activity are built on three main factors designated as force, estimation and activity. These factors reflect the general structure of consciousness of the person, but possess following substantial specificity: force in this case is identified with reliability and experience; activity – with reality, allowing to correlate safety of life activity with inner state of the subject and his ability to tower above circumstances; estimation – with emotionally attractive in a counterbalance to status, semi-official.

Development of senior pupils' ideas about safety of life activity should include expansion of their competence in a sphere of safety in combination with development of such subject characteristics as communicative abilities, social and personal identity, low personal anxiety. Reception of positive results in this direction is promoted by the program of development of senior pupils' ideas about safety of life activity made and approved by us, including information-cognitive and correction-developing parts, and also actualization of reserves of development of these ideas reflected in the contents of subject matters studied by senior schoolboys.

Positive results in senior pupils' ideas about the safety of life activity fixed after its carrying out, have confirmed efficiency of the offered approach to overcoming of infringements in this sphere.

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Fronzey S.N.

Advantages and disadvantages of trial marriage

The phenomenon of trial marriage is examined. Approaches to its research are analyzed. There are described advantages and disadvantages of this kind of matrimony, for men and women, for parents of partners of trial marriage.

Key words: *trial marriage, advantages and disadvantages of trial marriage.*

Researchers specify that from the middle of 70th years of XX century the number of trial marriages has increased [1]. Prevalence of not registered unions is especially great in the USA, Western and Northern Europe. At the same time the registered marriage remains the unique socially comprehensible form of matrimony in Southern Europe and East Asia [2].

In Russia till 2002 year they judged about prevalence of trial marriage according to indirect data: birth of illegitimate children registered under the application of both parents or children born from registered spouses if term between wedding and a birth of the child was less than 9 months. In 2002 year in forms of the Census of the population of Russia there have been included aspects of informal marriage for the first time. So, the question on a marriage status was accompanied by a variant of the answer "I consist in not registered marriage". Results of the Census have shown, that about 11 % of adult population consist in not registered marriage. Most intensively not registered marriage unions are formed at 16-20 years, by 26 years their quantity decreases, and the Census has fixed their least number in an interval between 30-33 years [1]. It is obvious, that the resulted data have direct relation to such form of informal marriage as trial.

Now it is marked the terminological mess in treatment of concepts "trial marriage" which they often use as synonymous to terms "cohabitation before marriage", "actual", "civil marriage" and oppose it to official marriage. After V.M. Medkov under the civil marriage authors understand the marriage officially registered in the registry office; under cohabitation they understand marriage relations existing outside of legally recognized, legitimate form; under actual marriage they understand real marriage relations irrespective of their legal form [3].

We understand the trial marriage as a stage of the family life cycle, consisting in joint residing of two adults of different sexes who are not connected by official matrimony or related attitudes, but who are connected by a generality of daily round, place of residing and budget, having emotional and sexual relations. At least one of partners of such marriage hopes for the further legalization of relations of matrimony or both partners still have not made the final decision of this matter; if both partners consider the informal marriage the absolute alternative to the official union, we don't consider similar relations as trial marriage.

Traditionally they distinguish two basic approaches to the trial marriage: psychological and socio-demographic. The second approach has long history, however, as a rule, its objects are not real married couples, but separate men and women in trial marriages that excludes an opportunity of comparison of reciprocity of parameters of spouses.



Within the limits of the socio-demographic approach the trial marriage is understood, more likely, as the negative phenomenon.

So, D. Popenoe and B. Defo Whitehead, referring to the review of sociological researches of 1987-1999 years, affirm that trial marriage negatively influences subsequent matrimonial relations in this pair: experience of trial marriage affects them, the risk of divorce raises due to less expressed determination of partners to continue relations, their greater orientation on personal independence [4]. Partners of the trial marriage are to a lesser degree happy and sexually satisfied, they suffer depressions more often, feel risk of physical and sexual violence, their relations with parents are worse than among partners of official marriage. It is observed that spouses not having experience of trial marriage have a higher level of general happiness, labour productivity, physical and mental health. Parents' cohabitation before marriage renders negative influence on children. Trial marriage is considered as involving serial cohabitation: the person repeats this experience in relations with other people.

The analysis of the literature has shown obvious unelaboration of the problem of trial marriage within the limits of the psychological approach: personalities of partners of the trial marriage are not studied; quality of their mutual relations (including conflicts), psychological characteristics of parents and children of partners of this union; psychological problems of all persons who are directly involved in the problematics of trial marriage; actual and potential advantages and disadvantages of this kind of matrimony. However in mass-media and on sites of the Internet it is possible to meet publications of practical psychologists on this problematics. These and similar publications are often based only on own conclusions of authors and, frequently appear opposite: they propagandize trial marriage, cautiously mark its negative and positive sides of this phenomenon, speak about it negatively.

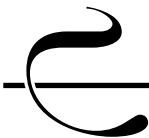
We'll try to generalize and systematize this material.

To advantages of the trial marriage authors attribute that it is often based on love, freedom of partners, it gives some definiteness and stability to relations, it is a practical check of compatibility of spouses, in certain measure warns them from conflicts, initiates to mutual respect: in fact the partner can leave. It is considered, that in the trial marriage it is easier to agree about rules of formation of the budget, here there is no urgent necessity to give birth to children. In such trial unions the decision on the marriage conclusion is more often thought over and verified, in case of parting partners can use the experience of matrimonial life in the following union.

Authors mark, that psychologically and financially trial marriage is more favourable to men: it has all advantages of the official marriage (cordially and cosiness of home, constant feed and sex), feeling of own independence, sense of freedom, absence of responsibility, small charges (himself is the owner of the purse).

They mark advantages of the trial marriage for women much less: the woman can feel herself married, but free in the decision on these relations continuation.

Disadvantages of trial marriage for women are: all duties of the lawful wife and no rights, ambiguity of the status, reproaches of public opinion, absence of financial guarantees and



status security from household and social disorders. Uncertainty, vagueness, realized self-deception concerning absence of differences between trial and official marriage; all of these is often experienced hard by women and can provoke neurosis and depression.

As advantages to parents of spouses of the trial marriage they mark an opportunity to be prepared for wedding without haste or "to save" money on this traditional celebration; opportunity to learn better the elect of the child and new relatives; to allow children to check the material independence. Authors note, that there are not excluded cases when parents are initiators of the trial marriage of children. The most frequent reason in this case is the early age of children (15-17 years).

"Minuses" specific to parents of partners of trial marriage are the following: absence of precise definiteness in mutual relations of young spouses; experiences connected with discrepancy of their child's beginning of home life to traditional rules and, in this connection, fear to be condemned by public opinion. As the general for all parents, whose children create own family, following difficulties are called: increase in material charges including help to young family; redistribution of the responsibility between members of family; complexity of adjustment of relations with genetic family of the partner of the child; disagreement with own child's choice of the partner; reassessment of own physical opportunities, resources and quality of own matrimonial relations; difficulties of separation with the child; problems connected with a birth of children in young family. All the named typical difficulties in case of trial marriage get even more problematic character by virtue of absence of confidence in stability of young family among parents. Besides psychologically for parents of the young man it is easier to agree with decision of the son to enter in trial marriage, than to parents of the girl; more often parents of girls insist on termination of relations or on their registration.

At the same time, the factors listed above are specified as obvious, in opinion of authors, "minuses" of the trial marriage: freedom in relations can turn into freedom "to give up everything", high probability of spontaneous partings, absence of duties entails also absence of rights that conducts to mutual claims and conflicts.

Thus, studying of the trial marriage within the limits of the psychological approach is urgent and demanded.

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