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## Contents

### ***Our authors***

5

### **SOCIAL PSYCHOLOGY**

**Vorontsov D.V.** Gender studies in social psychology:  
the borders of the field

7

**Chernov A.Y.** Narrative analysis of self-disclosing strategies  
of women with lesbian identity

16

### **PSYCHOLOGY OF PROFESSIONAL WORK**

**Toulivetrov S.N., Skripkina T.P.** The psychological characteristics  
competences of specialists research departments of the organizations  
military-industrial complex with different work experience

27

### **THE YOUNG SCHOLARS**

**Dikii I.R.** Informative signs of the instrumental detection  
of the hidden information among people with different types  
of the brain's interhemispheric functional asymmetry

35

**Dendeberia N.G.** Forming future teachers' readiness for the development  
of the schoolchildren's mathematical abilities

39

**Serov P.N.** The level of school skills and emotional and will qualities  
of the children with small mental dysfunction

43

**Zakharchenko N.A.** Psychological compound of professional training  
of the future social workers

46

**Kanamatova A.K.** The influence of the interpersonal relations  
of high school students upon their career plans.

49

**Bakoulin A.V.** Psychological and pedagogical characteristics  
of value and context characteristics of senior school children

53

**Belova E.V.** Didactic technologies of the initiation  
of reflexive pupils' abilities.

57

**Shapovalova V.A., Krichenko E.V.** Ackmeological analysis  
of the individual professional success of medium-level managers  
of the energy sector

60





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## SOCIAL PSYCHOLOGY

Gender studies in social psychology:  
the borders of the field**Vorontsov D.V.**

The classical scientific tradition is based upon the state that socio-psychological aspects of sex-linked behaviour are but the cultural "façade", or "super-structure" over the anatomic body and its physiological processes. Having been understood as the socio-cultural form of biological substance, socio-psychological displays of sexuality (gender) are reduced, in classical knowledge, to the set of asymmetric and complementary patterns of communication and interactions, so the research obtains the descriptive and norm-centered character in finding the gender biases and assessing their conformity or non-conformity to the definite template of behaviours having a biological "predisposition" in that or another sex. The methodological basis of such gender studies is the sex-role conception by Parsons and Bales. Having considered E. Durkheim's idea on interconnection between the social labor division and the mutually complementary of natural sex biases, the sociologists maintained females, due to the biological reasons, better perform expressive role in societal system and males better perform instrumental one. Predetermined by the very fact of division humans into two sexes, the sex roles, according to the sex-role conception followers', are shaped and fixed in social schemas, cultural norms and social expectancies, having took up the social being. In this case, the development of sexual self, being realized in sex-role socialization and acculturation, as well as sex stereotyping, peculiarities of social/group perception of objective sex biases become the subject matter of social psychologists' research. Thus, original, non-linked with biology grounds, socio-psychological research of human sexuality in this classical tradition is impossible, for the social characteristics of sexes are considered to be the secondary causality masking something primordially asocial.

Within the Parsons-Bales conception, the sex roles are given and inevitable to perform. These are, as well, the fundamentals for existing societal system, and the misconduct menace societal dysfunction and its collapse. Conformity to the biologically grounded sex roles is considered to be the sign of "successful" socialization of the individual, just as the "atypical" sex roles display demonstrate "imperfect" or inadequate sexual socialization.

Nevertheless, the sex roles are considered by Parsons and Bales to be a kind of social ones. But a social role, by definition, is the behaviour expected from a person having the definite social, or societal, status (Y.P. Platonov, 2004). The normative character



of the social role depends on the place a performer takes in power relations within society, on his/her possibility to stand the role performed as the obligatory behavioral model. In other words, the social role always is the function of individual's social status, and it may exist in social expectances, norms and sanctions as well as in both social and individual representations (cognitive schemas). Even so, the role repertoire in individual is variable and flexible because the person in contemporary societal system is relatively autonomous and affiliated with variety of social groups, and different identities are recruited in this or that social situation. If the sex roles are the kind of social ones, they, by analogy, ought to be connected with the social status of sex the person possess. But the sex role conception ignores the crucial aspect of power dimension in societal system where the sex-linked roles have been emerged and fixed.

Another methodological limitation of the sex role conception concerns the reduction of gender to one of its manifestations – gender stereotypes (schemas). The analysis of gender stereotypes (schemas) is effective for revealing socially determined biases between men and women, because conformity with schemas is rewarded and deviation is disciplined by others. But what the gender stereotypes are based on? That is a crucial question. Nevertheless, the sex role conception can not answer the question, because it is the normative theory of sex in which the social sex (gender) is but standard normative case of dominating sexual (sex-linked) behaviours. Meanwhile, the actual behaviours are often omitted from the socio-psychological research, and the changes in sex roles contents have not being explained by the social determinants in general by the reason of those binding with the biological fundament of male/female complementary behaviours. Grounding the sex role conception on the biological dichotomy of sex in humans leads to the asocial interpretation of gender as the final result that does not allow giving the consistent socio-psychological understanding of sex and sexuality. The solution of such problem in social research is but simple statement that there are “historically established manners of communications and interrelations in humans with different sexes (V.V. Abramenkova, 1987, p. 70).

At that, the sex role conception fully fits with the initial interpretation of the term “gender” by R. Stoller who suggested it to designate the socio-cultural representations on men and women personality, the psychological characteristics linked with their sexual characteristics. So, even in the cases of differentiating the notions of “sex” as the biological phenomenon and “gender” as the social construction, the existence of two opposite genders (masculine and feminine) often is considered as a socio-cultural, or subjective, shadow of the natural and invariable entity: two biological sexes which are correspond with naturally determined meaning of sex-linked social roles (O.I. Kluchko, 2007). Nevertheless, the research made within this mode of reasoning may be considered the “gender study”, for term “gender” is used there in its initial mode proposed by R. Stoller. This kind of research might be named as the gender study fulfilled in the *classical* science paradigm.

Interpreting gender as the system of representations on biological sex, the gender studies in social psychology are methodologically shaped in the frames of the gender





schema theory elaborated by S. Bem (1993). In this theory, gender is considered to be the culturally shaped and fixed constellation of personal traits and modes of interpersonal interactions (i.e. schema) the individual of definite sex identify him/herself with. This interiorized cultural schema of gender arranges and typifies the experience of the individual as well as organizes and typifies masculine and feminine behaviours. As the representation (schemas) system, gender is the integral part of cultural discourse (the actual practice of language usage embodying the gender biases by grammar structure and rules) and the social practices of communication, interaction and activities. So, gender has multiple displays that could not be reduced exclusively to the sex role repertoire socially assigned by the sex criteria. As well, gender is the specific language in communication, and the organization of activities and power within the relations, and the value system, and many other. Such interpretation significantly broadens the socio-psychological context of gender study in compare with the sex role conception. However, within the gender schema conception both the biological determination of the biases and the social mechanisms of biases origin may be out of the discussion. The gender schema conception by S. Bem apt correlates with the initial interpretation of the term "gender" as the social shadow (super structure) of biological sex. This fact gives an opportunity to declare this conception the main methodological ground of gender studies in social psychology. That is why the majority of research called "gender studies" in social psychology line up exclusively in highlighting the multiform of gender schemas contents in the variety of groups and social situations leaving aside the mechanisms of their generation, supposing the biological determination by default.

With that, in S. Bem gender schema theory there is an important remark disputing the substantiation of the gender role repertoire in the biological sex dimorphism. Being the social psychologist, S. Bem takes count of the latent, grounded in the culture assumptions of natural origin of genders. Those assumptions she called a "gender lens", and this remark substantially changes the interpretation of the term "gender schema". Schema may both organize a perception and reflect an objective reality whereas lens set the vision of something real. S. Bem asserts the gender lens both set the vision of reality and makes the reality of gender relations. She specifies three kinds of such lenses: 1) *androcentricity* setting perception of a man and mannish experience as the standard and normal and a women and feminine experience as the deviance subdue to the mannish norms; 2) *gender polarization* overstating the actual psychological biases of masculinity and femininity in every aspect of human experience, hiding the social nature of that biases, and settling them in material forms (modes of dress, emotion expressions, sexual desires etc.); 3) *biological essentialism* that explains and legitimizes the two preceding lenses by declaring them inevitable effect of inner biological nature of males and females. This remark on gender lens often slips out of the social psychologists' mind and significantly disturbs the subject field of socio-psychological gender research.

The substance of biological essentialism lens has been well fixated in male-to-female transsexual Agness case-study by H. Garfinkel (1967). This social anthropologist



defined some pre-sets which influence the “natural” attitude to gender as a shadow of biological sex.

1. There are only two sexes (male and female).
2. In humans, sex is immutable (fe/male always be fe/male).
3. Genitals are the substantial descriptors of sex.
4. Any deviances of sexual dimorphism are but amusing incidents or pathology.
5. Changes of sexes are not possible (except the case of masquerade).
6. Any human must be either male or female (undefined sex cases are not possible).
7. The division of masculine and feminine traits has the natural grounds (so, men must be masculine and women feminine always and everywhere, independently of the definitive criteria).
8. Gender group affiliation has the natural grounds and does not depend on human will.

In western gender researchers community, one of the best ways to overcome the gender lenses influence is considered to study of subnormal sexual practices: trans- or homosexuality (Crawford M., 2000). Not in clinical manner as R. Stoller did, but according with the idea of the best seeing the process of doing gender by social interactions in subnormal sexual practices. The reason is that within the normal sexual practices the majority of people do not conscious of the process of doing gender by social interactions, for it is hided from the view. Since the gender schema is connected with the gender expectations, any individual, trying to be successful in social interactions and presenting her/his affiliation with the definite gender group has to behave her/himself taking into account the partners’ expectations. For individuals conformal with the dominating gender schema there is a minimal risk of inapproving their gender in the interactions, so they are not enough concerned with the gender presentations: these people believe their gender is “evident”. The improper gender attribution to them is believed to be accidental or mistake. That is why the study of gendered ways of communication within the gender conformal individuals does not reveal the socio-psychological means of their formation. At the same time, in transgendered or homosexual individuals this process of formation of communication and interaction patterns is always conscious and uppermost in their minds. And such turnabout in research subject is possible only in the case of changing the classical paradigm centered on the biological determination of the socio-psychological displays of sex and sexuality.

Being under the influence of biological essentialism lens, the gender researchers in the frames of classical science reproduce the “naturalistic” attitude toward gender. But if they “forget” the fact of gender lenses influences in their interpretations of data received could we treat such research as gender studies?

In spite of the continuous discussions on what is the authentic gender study, when we give the definitions “gender research” or “pseudo gender research” we ought to proceed, logically, from the beginnings history of this field of social sciences. His-



torically, the gender studies established in the Anglophone science in the course of so called “women studies” (E. Yarskaya-Smirnova, 2001). In fact, the very term “gender study” emerged in 1980s, ten years after the term “gender” been established in social sciences lexicon. The beginning of women studies within the academia is supposed to be connected with the development of feminism as a social movement which by time extended to the critique of the traditional science and education grounds. Though the influence of women movement on the beginning of women studies is debatable, the emergence of academic feminism having been associated with the radical revision of the usual theoretical and methodological foundations of the classical social sciences was promoted by the work ‘*Le deuxième sexe*’ (‘The second sex’) by Simone de Beauvoir (1949). This author clearly stated the core thesis of feminist critique of science on male domination and gender asymmetry in culture.

However, women studies being braced with political feminism are limited in widening the critique of traditional biological determination views with the feminine personal and social experience focus, ignoring the experience of men and sexual minorities. The fact led to the emergence of more wide scientific field of gender studies (T. de Lauretis, 1998). As I. Zherebkina pointed out, the subject matter of gender studies are at least five aspects of human sexuality (feminine, masculine, heterosexual, homosexual and transsexual) but neither one (female) nor two (feminine and masculine) (I. Zherebkina, 2001).

The beginning of gender studies from women one determines the use of the feminist theory and a number of non-classical (critique) methodologies associated with it. The match of these methodologies within the research affords grounds for stating the existence of specific gender methodology.

The methodological principle of the feminist theory is the denial both trans-historical and essential nature of the relational system founded on the human sexuality. In other words, the feminist theorists deny the existence of masculine or feminine entity as the initially given and ever predestined social and psychological type. They deny the direct causality between the male/female body organization (psychophysiology) and psychosocial personal characteristics. The relational system established in humans with different anatomic and physiological features, sexual preferences and behavioural patterns (orientations on the gendered behavioural models) is not able to be understood and explained without taking into account the power dimension (domination and submission, parity and disparity, favouritism and discrimination). The core thesis of gender methodology is the incorporation of power dimension into the gendered relations. In the contemporary society the relation of masculinity and femininity are based upon the biases constructed as disparity in social abilities; the asymmetry in power dimension is stressed by the specifically gendered patterns of communication and interactions that, indeed, disguise the discrimination under the gender differences (E. Zdravomislova, A. Temkina, 2007).

In gender methodology the feministic ideas on the absence of any taken-for-granted gendered entity and necessity of counting the power dimension in gendered



relations are connected with P. Berger and T. Luckmann social constructionism, H. Garfinkel ethnomethodology, and E. Goffman dramaturgical interactionism (E. Zdravomislava, A. Temkina, 2007). According with the principle of social constructionism, every aspect of human being is derived from and maintained by social interactions. So, gender is the system characteristics of the social relations emerged in sexuality by the means of interactions, and it exists in social representations as well as in the interrelation structure constituted in the basic social institutions.

In psychology the ways of social construction of gender often are reduced to the socialization, and the gender researches turn to be the search of sex biases emerged through the socialization. But the social constructionism theory of gender differs substantially from the classical theory of sex socialization elaborated by M. Komarovskiy within T. Parsons and R. Bales sex role concept frames. The social constructionism theory stresses upon the individual's activity in making the gender relations, not the adoption and reproduction of gender norms. People perceive the gender relations as the objective phenomenon, whereas it, actually, has the subjective nature being constructed daily and incessantly in communication and interactions. The distinguishing feature of gender methodology, shaped within the social constructivism, is the emphasis on constructing gendered disparity and social inequality by means of communication and interactions, and not on the simple splitting of mutually complementary social roles (instrumental and expressive) amongst the representatives of different gender groups. The social inequality (namely, the access to the social resources and the possibility to deal with them on one's own) exists in diverse spheres (economic, political and personal interests) and follows from the disparity of gender statuses. Exactly this disparity is reproduced in communication and interactions determining the psychological differences in the representatives of five gender groups.

The ethnomethodological principle realized in G. Garfinkel conception stresses upon the fact that the social construction of gender takes place in everyday interpersonal interactions where the representation of the diversity of masculinity and femininity as the basic social order categories are maintained. The way of gender construction is the attribution (categorization on sex) made by the gendered signs displayed in interactions. Every person is attributed to any gender group (gender identity). And this gender attribution is fulfilled according with the established ("right") displays which ought to approve the gender affiliation. The attribution of gender identity to the person within the interactions occurs every time, but people consider it as the display of a taken-for-granted biological entity. At that the rules of displaying gendered personal traits within the interactions are connected with the norms and values of the social group the individual affiliated with. Therefore, gender always is the construct by the definite group culture where the specific relations are established using the sexuality criteria. Thus, the gender methodology postulates the attributive character of gender identity. It is beyond the dualistic view on sex/gender division (sex as the biological entity and gender as the social status achieved). The classical view of gender as the achieved status by socialization supposes the gender changeability only



up to the age of five, and afterwards the consolidation and improvement of adopted gender roles are possible only. The ethnomethodological principle supposes gender is always changeable, for it is the effect of interaction that requires its incessant performance and approve. Gender is not able to achieve once and for all to the definite age. Moreover, personal gender may mismatch with the attributed in the concrete situation gender identity that makes the individual to change the presenting gender characteristics for interaction sake (in significant situations) and to “try on” another gendered pattern of behaviour, i.e. to “change” his/her gender.

Within the dramaturgical interactionism the interactive mechanism of doing gender is described in detail (Goffman E., 1997). The founder of this theoretical school reckoned gender as the cultural correlate of sex which exists in conventional behavioural patterns and is structured as the interaction of at least two actors. E. Goffman termed this behavioral pattern as a gender display – of the multifarious masculinities and femininities – in the interpersonal interactions. The gender display is not possible to reduce to the standard behavioural models (like the gender schemas in S. Bem conception). It is the performance of the gender identity, sex and sexual preferences suitable only in the definite social situation. This performance is always aimed at the particular social partner who is able to discern correctly the definite gender markers as the personal characteristics.

The introduction of the term “gender display” into the social constructionism grounds of the feminist analysis changes the interpretation of the phenomenon revealed by E. Goffman: the gender display turns to be the form of gendered self-presentations specified by the cultural norms but not the display of biological entity of sex according with the founder of dramaturgical interactionism believes. And the essential condition of gendered self-presentation is the very fact of power dimension of the relations having been established. The breach of convention on admissible ways of gendered self-presentations by the interpersonal interactions may impose sanctions, but at the same time it contributes to the new norms introduction if the partners do not treat them as the signs of social incompetence or open challenge to actual gender norms.

The gender display as the specific interactive model for the dyad of men and women with the definite sexual preferences supposes the shared persuasion that the complex of gender markers displayed by them is continual, constant, coherent, and successive as well as admissible for the representative of targeted gender group. Since the perception of partner's gender display is predominately controlled by the cognitive set of the taken-for-granted natural entity of man and women, the multiformity of gendered self-presentations is often reduced to the dominating gender categories. In this case the means people use to present their personal gender characteristics are brought to the formal conventional interactions to display only the socially expected qualities for getting the confidence and gaining the acceptance of oneself as the normal – explainable and understandable – partner because of using the contextually appropriate forms of gendered behaviour. Thus, gender display reproduces



the masculine/feminine dichotomy and makes for the maintenance of gender order established at the societal level.

After all the dynamics of gendered presentations is possible because of trigger function made by the gender display. When the partner starts to think of someone as the “normal” individual (for one’s initial gender display is “normal”) and attributed him/her the gender identity, the last one may develop the content of the personal gender display without any menace for the gender categorization attributed by partner. But it takes to remember that the correctness of the attribution made at the basis of the initial gender display is the subject to assess during the situation, and we have to revert regularly to the formal conventional gender display. Sure, E. Goffman believed the gender display have only the trigger function in the interactions ensuring the “recognition” of taken-for-granted natural entity of masculinity and femininity. But the social constructivism postulates gender is not recognized by the partners but emerged within the specifically organized interaction and permeates through it. The permeating nature of gender is determined by the discursive texture of the language and grammar where the masculinity and femininity are fixed and stable.

Unlike to E. Goffman, S.J. Kessler and W. McKenna think the main process is social perception of the gender display, but not the presentation of gender markers in the interactions (S.J. Kessler, W. McKenna, 2000). Being the starting phase in doing gender by the interaction, the gender display is referred to the initial gender attribution. Any following gender manifestations within the interaction are filtered out by the perceiving partner through the lens of initial gender attribution. And the perceiver usually thinks of gender as the constant, stable phenomenon irrelevant to the situation and interaction. Having done the “*prima impressionis*” about the personal gender, the displayer needs no to do something special except showing the “naturalness” of gender presented, for the other (social partners) commence supporting the gender attribution done if the displayer would not make any critical mistake displaying the “right” gender. Being attributed once in the initial phase of interaction, this gender attribution is followed up by the partners, according to S.J. Kessler and W. McKenna. The same regards the fact of discrediting previous gender attribution: been discredited, the gender attribution is not possible to restore – even “right” gender manifestations would approve, then, the changes perceivers made in their attribution.

So, there are two different methodologies of gender study in social psychology: classic and non-classic. In fact, only the non-classic methodology constitutes the special set of methods might be named “the gender methodology”. It includes the social constructivism theory and the feminist critique of classical science.

The goals of gender studies in social psychology are (a) research the biases in behavioural patterns caused by the gender group affiliation, (b) analysis of the personal traits in the members of different gender groups referring these traits with the social statuses within and outside those groups (in wider societal context than it is used in the regular social psychology researches). In the frames of socio-psychological research it is significant to ascertain the social factors caused the psychological biases



in the members of different gender groups, rather than a simple ascertainment of gender biases.

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## Narrative analysis of self-disclosing strategies of women with lesbian identity

**Chernov A.Y.**

*In the article substantive provisions of narrative direction of qualitative psychological research are considered. Narrative research in psychology can have the various theoretical bases. At the same time, social – constructivist based theoretical positions are most relevant in the qualitative approach in psychological research.*

*In the article research results of a study of the self-disclosing strategies of women with non conventional sexual orientation in the process of interaction with a standard social context are presented. The research model based on the qualitative approach to gathering and the analysis of empirical data is applied. As a variant of realization of the qualitative approach the analysis of narrations is used. In the work the author's position in the relation both gathering procedure and the analysis and interpretation of empirical data is represented. Three strategy of self-disclosing have been formulated as a result of the study: selective self-disclosing, trial self-disclosing, indirect self-disclosing.*

**Key words:** *qualitative psychological research, sintagmal component of the structure of research, narrative direction, marginal group, lesbianism, standard social context, self-disclosing, the analysis of narrations, selective self-disclosing, trial self-disclosing, indirect self-disclosing.*

### **Introduction**

In this article we define qualitative approach in psychological research as the coordinated and consecutive unity of world outlook and methodological positions, as a generality of theoretical preconditions and directions of realization of research practice, and as a set of specific techniques and methods of gathering and the analysis of data.

The world outlook component in the structure of the qualitative approach establishes scientific position concerning co-ordinates of ontologic and epistemologic spaces. In definition of the qualitative approach to psychological research finds reflection the ontological position that treats external reality as the result of interpretations made by an individual. From the epistemological point in the qualitative approach mainly constructivist positions are realized according to which the knowledge has subjective and inter - subjective character. The pragmatic component of the structure of the qualitative approach establishes rules of application of methods of gathering and the analysis of data.

In our opinion, ascertaining the representation in the structure of the research approach of two named components is not sufficient for its full description. It should be continued, and the reference to sintagmatic component becomes important. The syntagma is the integral semantic unit allocated in the studied phenomenon. It means, that in this or that component of investigated structure there is a combination





of the elements giving to it integrity and completeness, and, simultaneously, leaving it "opened" for interrelation with other components of the structure. Functions of the syntagmatic component of the structure of the research approach consist in connection, or "fastening" of paradigmatic and pragmatic components.

Required "fastening" is carried out by means of two elements. The first one is theoretical bases of the statement of the objective of qualitative psychological research. The research objective, in turn, means the formulation of some research questions and most general representations about the character of data and especially of analytical actions by which the researcher begins to be guided. The second "fastening" element is the theoretical representations about a possible direction of movement to objects in view. We consider expedient to speak about three directions of realization of the qualitative approach in psychological research: phenomenological, narrative, and discursive. Our article is devoted to the detailed consideration of one of the directions, namely to a narrative one.

In the first part the general problems of narrative research in psychology are discussed. We consider important to show, that such research can be carried out from the point of view of different methodologies. Thus the closest to the idea of the qualitative approach is the relation to narrative accepted social constructionism. In the second part of article we give an example own research based on our understanding of narrative direction of realization of the qualitative approach.

### **Theoretical sources of narrative discourse in psychological research**

Narrative psychology studies forms, structure and functions of narrations in an extra-literary context. [35] Works of the Russian theorists of the literature of 20th years of the last century, American school of «new criticism», experiences in the semiotics analysis of narrations in tradition of the French structuralism serves as sources of the narrative psychology

The formal school of literary criticism in Russia offered a set of the literary stylistic techniques providing recognition of its structure as a basic unit of the analysis of the text [5]. V. Propp in his book «The fairy tale Morphology» reduced a variety of the semantic maintenance of Slavic fairy tales to a number of functions ("need", "search" "decision") and to a set of characters (for example, "hero", "donator") was one of the most influential works here [3].

Developing this direction, American literary school of «new criticism» has offered a number of schemes of the analysis of the Western literature. In particular, E. Frei considered four main genres: the novel, a comedy, tragedy and satire. In its opinion, these genres can be used as categories analysis of narrations and out of a fiction.

Later the French school of structuralism involved linguistic theory for the semiotics analysis of narrations. Ideas of F. de Saussure were used in the analysis of phenomenological processes of consciousness, for example, intentionality. [6] P. Riker stated the basic function of a narration as research of "case experience", that is the action which does not result completely from the text [4].



One of the substantive provisions fixed in narratological literature consists that the narration operates as the fundamental process of understanding out of any specific literary tradition. M.Butor defines a narration as «one of essential elements of our understanding of the reality» [13].

When the psychology shows interest to the analysis of narrations, a “character” problematic become of prime interest. “Character” is the most direct correlate between the story-teller and an audience. The research question is formulated in a context of the relation of the individual to its own history with an accent on himself as the actual part of the message.

One of the first schemes in narrative psychology was used for the study of communication between a life and history which is told about it. J. Cotre analyzed typical narrations, «which an individual lives in a context of collectively shared meanings». [27] He has concentrated attention to personal and social dynamics of narratives and asserted, that certain narrations have a generating potential which allows people to overcome life crises.

The prospect of combination of problems of psychology and the modern literary analysis is developed by J. Potter, P.Stringer, and M.Wehterell [34]. For example, they assumed, that the theory of the personality which considers traits as the basic determinants of identity, is compatible to roles of characters in the literature. Naming these roles «codes intelligibility», they asserted, that their use promotes development of ability of the person to influence the vital situation positively.

T.Sabrin defined the project of narrative as a research of the way which «people use to comprehend the sense of the world through narrations» [39]. It is necessary to notice, that T.Sabrin and a number of other psychologists place emphasis on the clinical or psychotherapeutic side of narratives. E.Kin studying clinical conditions of occurrence of a paranoia, has drawn a conclusion of the influence of narratives provoking illness which included catastrophic predictions of the future, polarity of good and harm, absolute opposition of «I» and «another» [25]. Psychoanalytic interpretations of narrations are aimed at comprehension by the client of «narration smoothing», as an unproductive way of finding by a person of a feeling of full self - value [40] In another variant of psychoanalytic treatment of narrations R.Shafer gives them a role of maintenance of conditions of the client' active relation to life [41] D.Epston, M White, K. Murray consider the work with the conditions operating the process of identification as an overall objective of narrative psychotherapy [20].

For the further specification of functions and research potential of narrations it is expedient to address cognitive psychology. Cognitive psychology prescribes to the person the role of the experimenter in «life laboratory». As the experimenter, it should construct theories which predict behavior of others. As the researches devoted to a fundamental attribution error show, the requirement for the control and management can appear more strongly, than aspiration to distinguish and estimate a true state of affairs. The control always remains private business of the individual: its real-



ization is not connected in any way with environment characteristics, and depends on intra – psychic processes. S.Fiske and S.Taylor state this principle as follows: «The control potential depends exclusively on perception of the individual of possibility to execute the given action» [21]. Some scientist think that narratives are not part of this theoretical picture because they contain elements which break mechanisms of the work of the strict theory based on scientific principles. Comparing products of the scientific theory and narratives P.Robinson and L. Hop come to the conclusion, that «narration goes within a context, it is situational, so the results do not give in to be checked by experimental methods» [38]. However, there is also another point of view. R. Shafer considers narratives to be “pictures of reality». Such a treatment allows arguing on them from the point of view cognitive psychology. Decidedly “the picture of reality” develops as a result of intra – psychic activity. Point of issue then is the congruency of images in narrations to the reality and the ability of the individual to supervise his or her own narrations so that they as much as possible corresponded to the reality. “Bad” (not congruent and not supervised) narrations make the person a victim of circumstances. The therapy problem then consists in providing the client with more active interpretations that «there where there were only events, there could be a choice» [40]. Thus, both psychoanalysis and cognitive psychology place the narrative «inside the head» of a person isolating it from a social situation and not showing interest to its actual statement.

One of the first attempts to define a scientific status of narratives in another way is present in the works of C. J. Bruner [10; 11] He distinguished such concepts as «a paradigmatic reasoning» and «narration». «The paradigmatic reasoning» is identical to scientific explanation and allows seeing the world of objects which co-operate on the basis of regular samples. Unlike it, narrations support a subjective picture of the world in which the individual includes the purposes, fears and so forth.

C. J. Bruner uses several criteria to differentiate above mentioned concepts. So, language of a paradigmatic reasoning describes the world of the facts whereas narrations are the way to express a point of view. Paradigmatic reasoning leads to a synchronic picture where everything, that is described, takes place simultaneously. Narrations assume the description of changes, sometimes during a long time. Paradigmatic reasoning is explicit whereas narrations include unexpressed knowledge which is meant in the message.

From the C.J. Bruner’ point of view the studying of narrations with their orientation to systems of values, always appears on the backstage. Meanwhile, in his opinion, paradigmatic reasoning and narrations have identical heuristic value for research practice. He proves this position saying that narrations comprise cultural caused samples, following which people understand themselves and the social world. In this sense they are a subject for psychological research. On the other hand, C. J. Bruner considers narrations as system of categories for the organization of individual experience. In this case he reduces narrations to a version of individual mental activity despite aspiration to reconcile their social and intra – psychic parts.



The similar opinion of narrations formulates R.Harre in the frameworks of ethogenetic approach. R.Harre uses the term narration to address the ways by which «values are attached to actions». Accepting the point of view according to which efficiency of the individual depends on his or her possession of the resources necessary for a survival, he opposes two sides of social activity. These sides are practical and expressional. They correspond to C.J. Bruner' dichotomy of a paradigmatic reasoning and narrations. The expressional side of social activity is a source of values and senses. Narrations concern such aspects of life as "adventure", "crisis", "opposition" where results of actions cannot be predicted. Thus, both practical, and the expressional side are the components of the structure of narrations. The opposition of the practical and social sides finds expression in language. The first one is presented by verbs (to indicate what have been done made), the second one - adverbs (to indicate in what way something have been done). R.Harre's ethogenetic approach is the important step for an explanation of circulation of values and senses between the practical and expressional sides of social activity. Practical values can rhetorically (that is in language) be transformed in expressional, and on the contrary. At the same time, R.Harre, as well as C. J. Bruner reduces the expressional side to practical limiting its function by the expression of the social status.

### **The social-constructionist approach to narrative research**

Since the second half 80th years of the last century narrative psychology has been included in wider movement known as social constructionism. In social constructionism narrations not simply reflect actual events. They serve as means of the organization and coordination of personal and social experience of the individual. On the one hand, they correspond with internal structures and emotional conditions of the story-teller (orientation to self-identification, to objects, existential and morally-valuable orientations). However it is more important, that narrations are built in the structure of social interaction, are reproduced during dialogues, function as an equivalent of the speech act - requests, refusals and so on. In other words, narrations are aimed at a certain influence on the listener to cause his or her response - mental reaction or reaction at behavioral level. Besides, one of the major functions of narrations is the self-presentation in the course of interaction.

Within the sphere of social constructionism narrative psychology addresses to the research of self and identity. Specificity of social constructionism in the research of self and identity consists in that the self cannot be discovered and described like any object in the physical world. Social constructionism prefers to speak of «linguistically generated» identity [34]. Using language the person constantly interprets and changes value of own actions and actions of other people according to the practical and moral problems. Hence, the believe that it is possible to describe some kind of "preexisting" self in isolation from flowing interactions and interpretations should be regarded as error.



Meanwhile, the statement, that the person gives sense to his or herself and to other people exclusively by means of speech activity is challenged by critics of social constructionism. In particular, I. Parker considers, that social constructionism evades from the answer to a question: «What is the maintenance of an internal life of people when they use a discourse [31]? According to I. Parker, ability to be reflective is the essence of the person and is a link between the individual and society. Unfortunately, he continues, approaches much social constructionism tend to ignore the ability of the person to be reflective.

I. Parker's position causes associations with the general critical analysis of the postmodernist approach to understanding of the psychology offered by M. Augustinus and I. Walker [8]. Their argument consists that «the person as active and intentional subject is absent in approaches which purposely avoid the recognition that it possesses ability to have judgment of him or her self as real and unique self. Results of studying self then are reduced to the description of individual discursive acts representing the various social actions mainly connected with self-presentation. It leads to creation of concepts of self in which « subjectivity... is made so contextually dependent, fluid and flexible that experience fluctuating in time and from a situation to a situation becomes an only subject of psychology» [5, P. 276].

In this polemic it is necessary to note a position of those who seriously concerns idea of the research practice supporting a principle of linguistic and narrative construction of identity with preservation of interest to the individual nature of subjectivity. On the foreground is the position according to which identity can be characterized through the relation between human experience and narration structure [1; 2; 15]. This position is realized in the numerous researches having narrative acts as the object of the study. There are some common characteristics in these studies:

1. The psychological researches which are carried out in the course of narrative direction often have interdisciplinary character and are noted by parallels and points of crossing with ethnographic, feministic, discursive and other research areas.

2. In narrative researches the process of gathering, analyzing, and interpretation of data without the reference to quantitative statistical procedures is applied. In this connection J. Gubrin and J. Holstein use a metaphor of "a modern language of a qualitative method" to make a definition of narrative a research.

3. In narrative researches the narration is considered as joint interactive experience of the respondent and the researcher. In this connection the accent is transferred from the description of the investigated phenomenon leading to hierarchical and structured knowledge of it on the dialogical representations about individual experience. Data are analyzed depending on a context. As the essence of a narration is ephemeral and personal, the researcher should find ways to agree about values and results with the respondents, using the information received from them and involving his own experience and creativity. The researcher and the respondent share the common space in which both of them initiate data and discuss and analyze them.

4. In spite of the fact that narrative research often represents studying of an individual case, its results can quite be generalized.



### **Strategy of self-disclosing of women with nonconventional sexual orientations in a standard social context: a case of qualitative research**

The accessory of the person to a certain marginal social group is the expression of the meaning he or she possesses in relation to a standard social context. E. Stounkivist, speaking about social – psychological status of the marginalized individual notices that such a person is intended to live in two societies, two cultures the collision between which is inevitable [42].

This conflict has not only external displays, such as, for example, «a march of sexual minorities». The «march», being the external form of self-presentation, assumes that there is an internal conflict within its participants. The need for self-disclosing, on the one hand, and pressure of a standard social context on another underlie such conflict.

Based on this assumption the subject matter of our study is the strategy of self-disclosing of the people characterized as having marginal self-identity in their interaction with a standard social context.

The list of the works devoted to studying of the given problem, is limited enough. Nevertheless, a number of authors addresses to it. For example, a paper by B. Limandri is devoted to the studying of self-disclosing of the people with AIDS comes to an end with a conclusion, that these people appear to open or hide the fact of the illness entering in mutual relations with other people. The inconsistent nature of the marginal self-disclosing B. Limandri explains appealing to the experience of the feeling of shame, forcing to hide a true state of affairs. However at the same time these people feel the need to admit for the illness, at least to have a possibility to receive the qualified help [29]. R. Cain, discussing self-disclosing of homosexual identity, underlines dilemma present in ways of its realization. Choosing openness, the homosexual person subjects itself to the risk of insults or sneers, losses of friends, families or work. However and concealment of the orientation does not relieve of problems. Closeness can result, for example, in experience of feeling of the fault because of insincerity in mutual relations with those whom such person used to trust [11].

J. Wells and W. Kline also underline a duality of self-disclosing of homosexuality. On the one hand, it is necessary for the development of relations, with another - means the risk of rejection [14]. H. Gershman develops this thought, speaking about «double anxiety». The anxiety concerning the open experience of the feelings is accompanied by the uneasiness connected with the thought that losing such a possibility may lead the individual to refuse to himself to have the right to be a real self [44].

In our article we address to the phenomenon seldom discussed in the domestic psychological literature, namely lesbianism. We consider self-disclosing strategy of women with non conventional sexual orientation in interaction with a standard social context.

In the cultural discourse of lesbianism two mutually exclusive concepts are found out: feministic that stresses the idea of women's independence and the female erotic impulse not requiring heterosexual contacts, and masculine that considers lesbianism a way of replacement of the male's nature. Later versions of lesbianism consider it



as one of the forms of the opposition to the principles of the patriarchal control and domination [23].

In the psychological researches female homosexuality has been viewed upon depending on the theoretical preferences of various authors. For example, A. Rich investigated social representations of lesbianism to reveal the structure and the maintenance of biases in relation to homosexual female orientation [30]. E. Liahna's work is devoted to the inquiry into the dynamics of mutual relations of women with homosexual orientation inside «lesbian communities». It presents the reader with a number of the conclusions about its standards and role components [22]. J. Ussher addresses actual lived experience of the homosexual identity through the stages of the psychosexual development. She especially underlines the ambivalence of the emotions accompanying acquisition of the experience of a sexual inclination to representatives of the same gender in masculine socio cultural context [36]. It is necessary to note S.Kitzinger's works, one of which - «The social construction of lesbianism» has given way to the understanding of female homosexuality in the twilight of postmodern psychology [16].

To gather research data we used the following procedure. In a network of the Internet some chats of women with non conventional sexual orientation have been defined. Our assistant placed on it the message with the request for cooperation in the research carried out. Here we wish to stress the importance of the ethical issues. We deliberately avoided a situation in which there could be «naive subjects». Unequivocally research position has been declared from the very beginning. It is interesting, that the virtual context of an establishment of relations has appeared much more open, than it could be if direct contacts would be meant. The desire to talk about the problems was stated by women of different ages possessing the different social status, and profession. Thus attempts to talk to our assistant as with the potential sexual partner practically were absent.

Process of gathering the research data consisted of three stages. First as it has already been told, our assistant was represented as the psychologist inviting potential participants. Sorting of answers of respondents (it were letters of the different maintenance - from the requests once again to explain, «what for and to whom it is necessary», to the attempts to receive free psychological consultation) was passed for the decision of following problems. First, it was necessary to establish the character of self-identification of respondents precisely. Easier speaking, they should name themselves lesbians, to recognize both propensity and practice of non conventional sexual relations. However for our research self-identity ascertaining was insufficient. Therefore, secondly, for the further contacts we had been selecting those who reported difficulties tested in mutual relations with heterosexuals. Thus stories about conflicts in homosexual pairs were ignored by us. Thus, the women identifying as the lesbian and having difficulties in mutual relations with people sharing social sexual conventions appeared our respondents.

At the second stage of data gathering we asked respondents to send us descriptions of episodes, cases, events concerning the sphere of their mutual relations with



people with traditional sexual orientation - parents, colleagues, probably friends. We recognized that the structure analysis of narratives and interpretation of their content allow to address to a live first-hand experience of interpersonal relations.

The requirements to the narrations taken as research material were formulated by us at two levels - general-theoretical and concrete - research. General-theoretical criteria to narratives which allowed put them into the space of psychological research, were formulated as follows.

1. Narration is considered as a process. It means, that the structure of episodes repeats from a story to a story.

2. Narration is a discursive formation. Narrations do not duplicate each other. At the same time, in them the basic themes concerning their subject matter, and ways with which these themes reveal are reproduced.

3. Narration has temporal dimension. Thus it traces not only the linear time sequence from the past to the present but also represents cases of crossing of time, returns to the past or transitions in the future. These points mark essential aspects of narrations, from the point of view of stated experience.

4. Narrations are stories about the world of human relations.

The following became concrete research criteria.

1. The narration should be made from the first person. In this case only its author becomes object of research.

2. The narration should contain the generalizations opening subjective experience of the author, developed in time, instead of transfer of the episodes similar in what other people participated.

3. The narration text should contain plot lines, details of private life of the author, the description of emotional experiences.

4. The narration should open experience of relations with other people, their expansion in time so that it was possible to catch experience movement, instead of to receive its «photographic» display.

The criteria listed has allowed to analyze further only those narrations which represented research value and provided, thereby, the validity of the research.

In total 12 narrations have been selected answering to listed criteria. They were analyzed further.

The idea of our approach to the analysis of an initial research material consists in re-configuration of narratives aimed at distinguishing in them opposite operating forces. These forces are in dialectic relations and make the co-ordinate whole. Thus, polar oppositions provide coherence of experience of relations. Pressure which is tested by the person, constantly being in "drift" between poles of forces, reflects dynamics of relations [6].

The variant of structural analysis of the texts, offered by K. Levi-Stross was a concrete technique of the analysis of data in our work. Usually two stages are distinguished in it. On the first the researcher reveals essential, from the point of view of a research objective, episodes. In our research the episodes concerning the descrip-





tion of directly worried or meant relations were essential. In them respondents spoke about themselves as about participants of relations, and relations made a plot of a narrative. Along with revealing of essential episodes their primary sorting was made. They have been divided by us into two groups: those that confirmed readiness of respondents for self-disclosing, and those that testified to aspiration to hide homosexual self-identity.

The second stage of analysis consists in classification of episodes by means of their consecutive comparisons. The researcher answers a question: whether the episodes under analysis are alike or different.

If the answer is «are different», episodes are located in different columns of the created table. If the answer is «are alike» they go to the same column. Thus, groups of similar episodes are fixed in columns. At the second analysis stage we consistently compared the essential episodes of narrations containing elements of self-disclosing in pairs. As a result we have received three groups of essential episodes of narrations. The examples of the results of the classification are given below.

Group 1. « At school I have almost no one to speak to. I remember a sensation of constant loneliness and defenselessness. I always dreamt of the friend, just about the friend, who would listen to and understand me».

Group 2. «And then I have asked: «Mom, what you would feel if you have learnt that I date girls? »

Group 3. «Each time when our collective leaves a city for a picnic a stream of condolences falls upon me concerning absence of the husband or «the good guy». Everybody discuss children and other family problems - and I sit alone and I am silent though I could tell much. Yes here there are colleagues-men. But they intuitively assume that for me there is no man. It is difficult to explain it but it changes much in relations

Then the common content of each groups of episodes have been interpreted. The differentiation of strategies of self-disclosing of the women carrying to lesbian identity became the result of interpretation.

The first strategy is called «selective self-disclosing». Women with non conventional sexual orientation choose to whom, when, where, and for what purpose to make a necessary confession. In some situations and at dialogue with some people the information is concealed. In other situations and to other people it is given in full or in part. Thus individual characteristics of those to whom self-disclosing and their prospective reactions is addressed are important. As a whole this strategy reflects aspiration to divide the world into two groups: a big one members of which are not informed about «stigma», and a smaller one representatives of which are often considered as a support and help source.

The second strategy is designated by us as «trial self-disclosing. It is on use to make the borders of interpersonal relations less rigid and consists in tracing of reaction of the partner for small portions of the information consistently given. Depending on reaction, self-disclosing goes deep or stops. If the partner expresses aversion of the



information and negatively reacts to it the process interrupts. If he shows understanding, or even shows ambivalent reaction, self-disclosing, most likely, will proceed.

At last, the third strategy is the strategy of "indirect self-disclosing" when the presentation of stigma» does not become outright, and is made by means of hints, allegories, the metaphors, specific style of nonverbal behaviors.

Reliability of the results received in the research is provided with their coordination with results of other researches which subject to study self-disclosing strategies. In the work of K. Dindia and T. Tieu it is shown, that people meaningfully and deliberately operate self-disclosing of homosexual identity [18]. N. Herman ascertains that the former patients of psychiatric clinics selectively hide this fact [24]. S. Petronio with colleagues prove that teenagers choose circumstances at which to do a confession of acts not approved by adults, for example the alcohols use [42].

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## PSYCHOLOGY OF PROFESSIONAL WORK

### The psychological characteristics competences of specialists research departments of the organizations military-industrial complex with different work experience

**Toulivetov S.N., Skripkina T.P.**

*The article deals the psychological characteristics of the competences of specialists at research departments of the military-industrial complex with a different work experience. The main idea of the study was to compare the level of development of competences of specialists with different work experience.*

*Analysis of the data allows to predict the success of the process of professional development of specialists in the research departments of military-industrial complex.*

**Key words:** *competence, competency model, successful professionals.*

The contemporary approach to providing the research organizations of military industrial complex (RO MIC) with human resources, making up them to strength with specialists which in greatest extent are able for science research activities in accordance with their individual psychological, personal, professional skills and competence demands the carrying out scientific well-founded professional psychological selection, valuation and placing of specialists taken on the work in research organizations of MIC and also collecting the trained cadre reserves for promotion of most successful members of staff to higher position. In spite of the sharp necessity of psychological ensuring of all these needs on real scientific base, in our opinion, the similar activities in RO MIC were earlier not full.

The complexity of such work has been intensified for the obvious reason that scientific research work rarely give way to algorithmization that, for example, can be easily made in case of operator work. The creative part of activity fulfilled by collaborator of MIC research branch cannot be divided in practice on separate components which may be subjected to time study and be described with the aid of some standard units. Moreover the scientific research work has a number of specific features. It belongs to a number of professions making of increased demands on the human psyche, his intellectual and personal qualities.

In order to solve this problem the group of experts from competent specialists was organized with purpose to analysis fulfilled the specific features of realization of scientific applied and development works which are fulfilled in the RO MIC.

It's necessary to note that the main peculiarities of development works fulfillment on MIC are their secrecy, discipline of terms, multilevel control system and rather great many executed orders.

From the point of experts view the discipline of terms and multilevel control system which provide such firmly define the hard regulation and standardization of pro-



professional activities of specialists in the RO MIC. Rather great many of orders in the same time provide multilevel and differently planned nature of.

Thus the experts revealed the three basic blocks included in the job description of research activities of RO MIC specialists.

To their number it can be attributed:

1. Hard regulation, professional activity standardization and standardization of specialist's behavior.

2. Differently planned and multipurpose character of scientific research problems.

3. The closed nature of scientific research activities in permanently forming subdivisions within organization.

On the basis of job description peculiarities of professional scientific research activities of specialist the experts were suggested to reveal the competencies needed for successful realization of scientific research problems in conditions of closed organization/ As a result of professional activity analysis the model of competence of specialists and heads of orders was developed (Table 1).

Table 1

**Competence model of specialists and heads orders MIC RO**

blocks (clusters)	competence	
	specialist	head order
cognitive and - prog- nostic	analyticity and systematic thinking	
	creativity and flexibility of thinking	
	ability to develop	
	ability to find new and to challenge existing scientific ideas	
	self	
	possession of theoretical knowledge and practical skills in the specialty	
	strategic planning	
communi- cative	skills of effective communication	skills of effective communication, negotiation
		skills of public speaking
corporate	commitment to the values organizations	
personal	concentricity	
	autonomy, independence	
	confidence, responsibility	
	normativity of behavior	
	stability of stress	
	orderliness, discipline	
	flexibility behavior	
organiza- tional - administra- tive		validity and independence in decision-making
		ability to work on the rules, standards
		leadership and ability to organize and coordinate the activities
		control of subordinates
		mentoring
	result oriented	



The experts were identified structural units (clusters) diagnosed competences of specialists: cognitive predictor (cognitive), communicative, personal, organizational-administrative, corporate.

The experts revealed the significant difference of competence of specialists with length of service till one year, till 5-7 years and the most successful specialists with length of service 10-15 years.

The main parts of professional psychological support of MIC RO employees are determining of specialist organization requirement fit and also level of competence finding. It is worth to carry out such work since for one thing the specialist involved in process of solving of difficult problems and for second thing there is a great liability for order processing. An activity analysis of MIO RO specialists showed that much of graduating students from basic universities having higher vocational education are not always psychologically fit.

If there is a discrepancy of individually-psychological, professional qualities of such specialists to MIO RO specificity, it leads to big troubles during the process of young specialist's adaptation and then these specialists get to know their profession. Much of them can fall into state of psychological overstrain. It eventually leads to appearance of professional activity displeasure, so a considerable part of young specialist retires. There is a same problem among specialists having advanced competences. For instance, almost one in five interrogated specialist, who has been working in RO MIO more than 10 years, doesn't hide an increased work indifference, 28.7 % - has problems with increased affectability and irritability, 25.4 % - has morbid symptoms considered with cardiovascular system. (172 people were totally interrogated).

According to conducted by personnel training office of FSUE AI-Russia SRI "Gradient" survey of specialists having over 15 years work experience, (226 people), 65 % of them feel some negative emissions: tiredness, apathy. Many of them (70%) go through alarm condition, feel like insignificance and status instability. All of these factors have a negative influence on efficiency and quality of their work. Here we can clearly see an underestimate of RO MIO specialists activity psychological problems.

The results obtained during the survey in FSUE All-Russia SRI "Gradient" showed necessity of analyzing such problems. 52 people from among institute managers, chiefs of sections, departments, sectors were interrogated. So, 71% from them thinks that when graduating students from base universities (departments) get a job they should to go through the professionally-psychological selection. 82.4 % supposes that psychological tests are necessary to do before including candidates on the executive position reserve.

A good working order in RO MIC equally depends on high level personal development and also on his/her special abilities. Keeping the next hypotheses that.

1. People can change if they will work hard at self-development in any concrete specific fields.
2. Personnel always have enough self-development motivation and so it will act in accordance with its own development plan.



3. It's considerably well-known what development actions will influence on what skills and abilities.

In terms of competence levels psychological support of specialists clearly describes the claims on personality of RO MIC specialist for carrying out research work.

The next work step was to select a method for degree of competence manifestation estimating, which specialists chosen by expert analysis have. Herewith it is necessary to take into account that these methods must be considerably reliable and valid, it should supplement each other and must be suitable for both individual and group survey of specialist with machine processing of test results. After a method set approbation the following tests were used as main instruments of psychological estimating: R.Cattel's inquirer of 16 factors (16 PF – form A), Kalininskiy's test.

Using above tests 130 specialists from FSUE All Russia SRI "Gradient" (90 men and 40 women aged 23–55) were studied. Among them: 40 successful specialists having work experience less than 1 year, 40 successful specialists having work experience from 5 to 7 years and 50 successful specialists (developers, constructors, technologists, chiefs of sections, departments, sectors, deputy general manager, heads of services) having work experience from 10 to 15 years.

All respondents were divided into 3 groups. The group 1 consisted of successful young specialists having work experience less than 1 year (40 people). The group 2 consisted of successful specialists having work experience from 5 to 7 years (40 people). In addition a specific group was formulated. This group consisted of achieved the greatest professional success specialist, which were approved on research department post on a competitive basis (50 people). Average test measurements of this "elite" group demonstrated a high developmental level of successful RO MIC specialist competence. Therefore the obtained results were used as an original model of psychological estimating of specialists from group 1 and 2.

A group average values of test measurements for every group and also average value difference between first and second groups coefficients by Student's criterion were measured to determination of test measurement validity as a professional selection parameter. Similarly, difference coefficients were calculated between "elite" and first groups, and also between "elite" and second groups. A machine data processing was done using standard statistical software package, which is called "Statgraf".

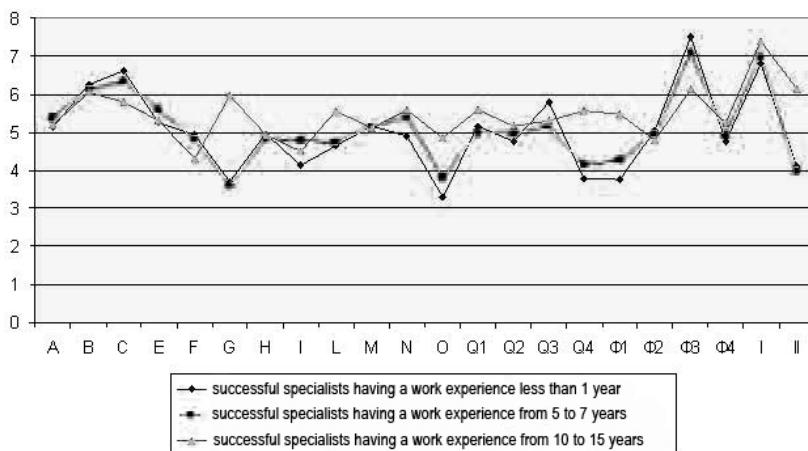
The results of investigation allowed to make a conclusion that there is no significant difference between young specialists having work experience less than 1 year and specialists having work experience from 5 to 7 years, at the same time there are some differences between first, second and third groups in a variety of fundamental values using R. Cattel's and L.P. Kalininskiy's methods.

The R. Cattel's analysis of respondent personality characteristics from every group allowed to find its own most distinctive features and characteristics, which respondents tend to.

By comparison of average trait profiles of specialist having work experience less than 1 year (first group), specialists having work experience from 5 to 7 years (second



group) and specialists having work experience from 10 to 15 years were obtained the following values (see Figure 1):



**Figure 1.** Average test profiles of first, second and third groups

As one can see from figure 1 there is no significant differences between group 1 and group 2 respondents.

Personal peculiarities of respondents from group 1 and group 2 are emotional instability, sensibility, irritability, low level of tolerance in stressful and frustrating situations. Usually the members of group 1 and group 2 excel by its shyness and diffidence. And with it they are enough intellectually flexible; they're inclined cogitativity vivacity and mobility; they always aspire to independence and self-sustainability; sometimes they can take a dim view of subjective events and values of other people.

Fig.1 shows near-significant difference and significant difference between group 3 and groups 1,2 f factors G ( $t=6.67$ ,  $a<0.001$ ), L ( $t=2.49$ ,  $a<0.01$ ), M ( $t=2.72$ ,  $a<0.01$ ), O ( $t=3.32$ ,  $a<0.01$ ), Q4 ( $t=3.32$ ,  $a<0.01$ ),  $\Phi 1$  ( $t=3.65$ ,  $a<0.001$ ),  $\Phi 3$  ( $t=3.18$ ,  $a<0.01$ ), and by second tertiary factor ( $t=8.22$ ,  $a<0.001$ ).

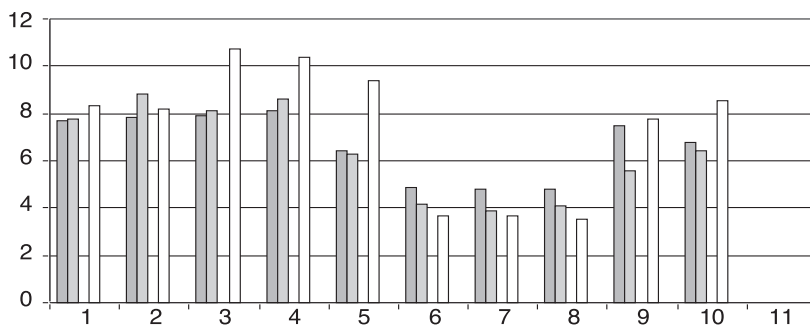
The analysis of these differences shows that the members of group 3 have the most expressed personal characteristics as conscientiousness, responsibility, equibriety and adherence to moral rules and norms. The respondents from group 3 as opposed to the members of group 1 and 2 are more careful, attentive to external environment, practical; the main aim of its interests is to reach a concrete result. Concernment, worry, a sense of duty for eventual result of its work, radicalism and thinking analyticity are presented in conduct of these respondents. They are liable to afterthoughts and thoughts before working; they can be inclined to some experimenting, interest to intellectual activity, to old and new scientific ideas; they are group oriented and always work taking into account group interests. The members of group 3 in contrast to members of group



1 and 2 have a higher stress-resistant values, effort tolerance, good anti-stress abilities, durability potential and firmness. In the conduct of these respondents there is some tendency to superfluous suspiciousness, distrustfulness and internal vigilance. This can be considered as recurrences of professional activity specificity.

It is significant to note that among common traits, which are typical of all survey people, are seriousness, restraint, some conservatism, rigidity, traditionalism (comparatively low estimates by factors F and Q1).

Methodic of L.P. Kaliniskiy measures a degree of the expression of personal and character features. The use of this methodic showed following results for each of inspected groups (see Figure 2).



**Figure 2.** Average test profiles of groups 1, 2, 3

1 Purposefulness 2 Practical mind 3 Domination 4 Self -confidence 5 Hardness 6 Unsociable leader 7 Compliance 8 Dependence 9 Conformism 10 Sympathy.

- specialists with 1 year length work
- specialists with 5 to 7 years length work
- specialists with 10 to 15 years length work

Obtained data make it possible to conclude that there are no significant distinctions between the respondents of group 1 and 2 except scale 9 (confidence). Indicators on scales 1, 2, 3, 4, 5 (scales of activity of representatives of group 1 and 2 are at potential zone. Representatives of group 3 have more acute indicators on scale 3 "domination" ( $t=8,44$ ,  $a<0,001$ ), 4 "self-confidence" ( $t=6,49$ ,  $a<0,001$ ), 5 "flexibility" ( $t=8,1$ ,  $a<0,001$ ) and also 9 "conformism" ( $t=8,14$ ,  $a<0,001$ ) and 10 "sympathy" ( $t=6,65$ ,  $a<0,001$ ). Indicators of scales 1, 2, 3, 4, 5, 9, 10 (scales of activity) are at the perspective zone of the representatives of group 3. The respondents of group 3 have features like: self-subordination, the desire to be of good opinion because of the acute feeling of dignity, ambition, the desire to be famous, to have high status.

Representatives of group 3 have more acute indicators like insistence, strong will, the resolute form of requests, the will to achieve the aim by any means, frankness, straightness, excessive irritability. In relations with other people there is acute sense of propor-





tion and tact, quick reaction, influence and contact with another people coming out from individual features. They take the needed tone quickly, they are ingenious at the first meeting and contact, are able to value the situation and to adopt to it, assist to the others prosperity actively to co-operate with the leader, sociable and easy to live with, natural in behavior with other, do not long far the fast profit. They are selfless and disinterested.

Data about the fluctuations of specialists from scientific institute department having a work experience for 1 year, from 5 to 7 years and from 10 to 15 years at the period from 1998 to 2007 allow to reveal the distinctions at the level of corporate competences, first of all in attitude to the organization (loyalty to the organization), the results are on the table 2.

Table 2

**Indicators of the fluctuations of specialists, department of FSUE  
“ARSRI” “Gradient” at the period the period from years 1998 to 2007**

Group of specialists/ year	Specialists discharged from scientific research department (%)										Average value (%)
	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	
Group 1	25	31	38	30	31	28	25	26	25	23	28,2
Group 2	57	61	78	75	59	79	68	49	54	53	63,3
Group 3	8	7	14	17	16	8	6	4	2,6	3	8,5

As one can see from this table, the second group of respondents changes the places of work more often; these respondents have a work experience from 5 to 7 years. Also, a big percentage of respondents, who change their work are those, with 1 year work experience, young specialists. It tells about the fact, that they have difficulties in adaptation to this kind of work. The results of the research confirmed the validity of use of these methods and testing criteria measuring the competence level, they revealed the distinctions between the specialists having a work experience for 1 year, from 5 to 7 years and from 10 to 15 years, first of all by the development level of their organizational and leading abilities.

A competence model developed by experts and performed competence diagnostics find out a necessity of its progressing, further correcting using professional psychological programs. In turn it will affect the success of research department of MIC organization in tote.

Modern development of defense organizations causes the necessity of creation of the service of psychological support, stuffed with psychologists, who know the specificity of MIC and research work, who can give skilled help to the employees.

One of the prior directions from this point of view is the foundation of the psychological selection system and support of the research defence complex specialists, and also their competence rating.

In paper, the mass involvement of psychologist in the research work will objectively make effective the training in high schools faculties of radio electronic systems and decrease the adaptation process for young specialists to the organization specifics and forming of required competences.



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## Informative signs of the instrumental detection of the hidden information among people with different types of the brain's interhemispheric functional asymmetry

Dikii I.R.

*The article represents the results of the empirical research of the interrelation of the particularities of the brain's interhemispheric functional asymmetry among the participants of the polygraph checks with the particularities of the informative signs while detecting the hidden information.*

**Key words:** *instrumental psycho physiological interrogation using the polygraph, detection of the secret information.*

The contemporary studies of the emotionally significant states using the method of the instrumental psycho physiological interrogation are carried out for personnel selection, screening of the working staff, for the investigation of the crimes, and also in order to explain and theoretically validate the complex processes, which happen in man's mentality and his organism when the phenomenon of «lie» appears and which let reveal the hidden information [2, 3, 6, 7, 8]. The significant influence upon the results of the detection of the emotionally important states, upon informative signs of revealing the hidden information can have the subject's states, his intellectual particularities, character accentuation, and particularities of the motivation and need sphere of the personality and other psychological factors [4, 5, 7]. The works, studying the particularities of the informative signs of the instrumental lie detection among people with different psycho physiological characteristics, first of all with different brain's interhemispheric functional asymmetry, don't practically exist in the contemporary scientific literature.

The goal of the empirical research is the comparative analysis of the informative signs of the instrumental detection of the hidden information that people with different interhemispheric functional asymmetry have.

We set up the hypothesis that the participants of the screening checks with different interhemispheric functional asymmetry, determined by the types of lateral organization (TLO) differ by informative signs, typical for the instrumental detection of the hidden information.

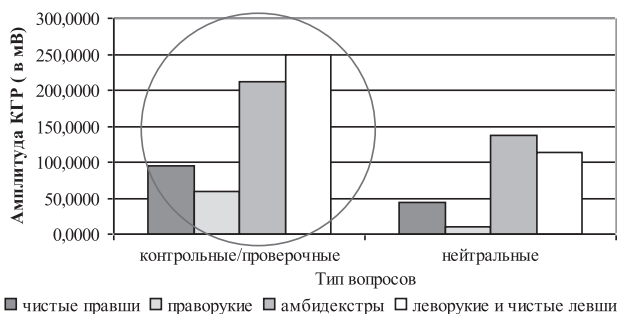
The employees of the different organizations of Rostov-on-Don were the object of our research, the sample consisted of 46 people, who had screening checks at the polygraph, the results of the next check confirmed that they have a risk factor (prediction for taking drugs).



We used the polygraph “Polargue-M” in order to study vegetative reactions to emotionally significant incentives in the process of the screening checks. The study included: pretest conversation, incentive-adaptive test, test of the general control questions (TGCQ), the main part of the screening (verifying test), post test conversation. We registered indices of the physical component as muscular-galvanic reaction (MGR); reactions of the cardiovascular system through the channel of the plethysmogram; thoracic and abdominal breath. We have calculated quantitative metrical assessment of the psycho-physiological man’s reactions to control and verifying, and also neutral questions, the integral assessment of the probability of finding out the significant incentive (coefficient of differences of the average weights of Student and their importance) at the basis of the computer processing using programs «Femida».

Sensomotor asymmetry of the respondents was studied with the help of the method of determining TLO with indices «hand-leg-eye-ear» [1]. According to the type of the TLO all the respondents were divided into 4 groups: 1) «absolute» righthanders – respondents with expressed right-hand TLO (33 %); 2) righthanders – respondents with right-hand TLO (39 %); 3) ambidexters (17 %); 4) lefthanders (7 %) and «absolute» lefthanders (4 %) – respondents with left-hand TLO. The reliability of the results of the empirical research is ensured by the application of standard methods of mathematical statistics.

The results of the comparative analysis of the indices of the vegetative reactions while doing the test of the general control questions (TGCQ) of the respondents with the different type of TLO let us conclude that the amplitude of the reactions of the left-hand respondents and ambidexters to the control/verifying questions are statistically higher ( $p \leq 0,001$ ), then the amplitude of the reactions of the right-handers and absolute right-handers (drawing 1).

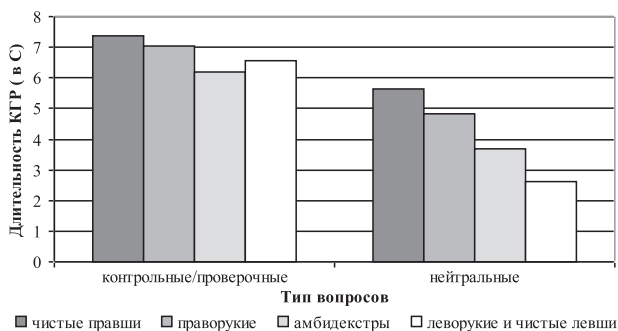


**Drawing 1.** Difference of the amplitude of MGR of the respondents with different TLO while answering to control/verifying and neutral questions in the process of TGCQ

Thus, MGR to control/verifying questions of the respondents with right-hand profile of lateral organization differ by relatively low amplitude (up to  $90 \pm 50$  mB) and the



big duration ( $7,5 \pm 4$  C), respondents with the left-hand profile and ambidexters have high amplitude (up to  $250 \pm 95$  mB) and much shorter ( $6 \pm 1,5$  C) (drawing 2).



**Drawing 2.** Difference of the duration of MGR of the respondents with different TLO while answering to control/verifying and neutral questions in the process of screening

After comparing the indices of the amplitude and duration of the MGR between the groups of the respondents with different type of TLO it was discovered, the typical reaction of the absolute right-handers and righthanders is the significant difference between the amplitude of MGR while answering to control/verifying questions and neutral questions, and ambidexters – difference between the duration of MGR while answering to control/verifying questions and neutral questions, and lefthanders and absolute lefthanders have an important difference of these two criteria, the meanings of which, while answering to control questions are statistically bigger than answering to neutral questions ( $p \leq 0,05$ ).

Comparing the results of the analysis, got in the process of the screening, it was found out, that the absolute right handers have additional signs of the significant reaction which are the indices of the summarized duration 2,5 cycles of the upper and lower breathing ( $p \leq 0,01$ ), which in answers to control and verifying questions are significantly more expressed, then while answering to the neutral questions, and these differences are statistically valid ( $p \leq 0,01$ ).

Besides, the comparative analysis of the results, received while screening, validated the extreme significance of the duration of MGR of the lefthanders and absolute lefthanders, the meanings of which, while answering to control questions are much bigger, then while answering to neutral questions. In our opinion, the universality of this sign let us judge about important reactions while detecting lie with high degree of the probability.

The received results of the research allow us to formulate the following conclusions.

1. It is discovered, that the respondents with the right-hand TLO have a typical particularity of MGR to emotionally significant incentive while detecting the



hidden information, it is the significant increase of the amplitude, the respondents with left-hand – the duration of MGR.

2. It is validated that the respondents with the right-hand TLO амплитуда MGR to emotionally significant incentive is much smaller, a the duration is much bigger, then the respondents with the left-hand TLO and ambidexters.
3. It is established that the respondents with the expressed right-hand TLO (absolute right-handers) have a typical particularity to the emotional incentive, it is the significant reduction of breathing.

The results of our research completely validate our hypothesis and can be used in the professional activity of the polygraphologists while making the expert assessment and polygram analysis, while creating different models of the screening checks, taking into consideration psycho physiological characteristics of the respondents upon the character of the vegetative reactions, while discovering mistakes and difficulties arising in the course of the polygraph checks.

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## Forming future teachers' readiness for the development of the schoolchildren's mathematical abilities

Dendeberia N.G.

*The article considers the topical question of the development of the mathematical abilities; the author presents results of the empirical study which was dedicated in pedagogical University to establish contents and conditions of the forming of readiness to develop pupils' mathematical skills.*

**Key words:** *the actual mathematical abilities, readiness of the teacher to develop mathematical abilities of the schoolchildren, value and motivation, content and activity, personal and individual components of the future teachers' readiness.*

The necessity to develop pupils' mathematical abilities is dictated by the reorientation of the mathematical contents of the school education, not only in the classes with profound studies but at all types of schools. The modern system of the mathematical education is not only oriented to give pupils mathematical knowledge but to develop their mathematical skills. The main target of this task is the children with well-developed intellectual abilities. The timely revealing of their potentialities and children's possibilities, the formation of abilities on their bases, including mathematical ones, acquire a particular significance.

**The object of the research** was the system of the professional training of the teacher of the mathematics in the pedagogical University, and his subject – the process of the future teacher's readiness for the development of the schoolchildren's mathematical abilities.

In correspondence with the object and subject of our research we have examined the contents and conditions of the students' readiness to develop pupils' mathematical abilities.

In the course of the research we made two operating hypotheses. The first is connected to the assumption that the readiness of the teacher to the development of pupils' mathematical skills – this is an integral personality phenomenon, representing professional need and the possibility to create conditions, leading to successful and dynamic changes in individual features of the personality while learning mathematics. The second hypothesis consists in the fact that the pedagogical students' readiness to develop mathematical abilities of schoolchildren will be formed successfully under the following conditions:

- Introduction into the educational process the system, spreading all over contents of the object, psychological and pedagogical, special training of the students, including as basic subjects, determined by the state standard, as well as eclectic, realized through special courses, the work of problem groups;
- While functioning of the system of the professional training using the principles of humanization, differentiation and integration;



- Realization, while teacher's training, personality-oriented, dialogical and individual and creative approach.

In the course of our research it was established a list of the most actual mathematical abilities. It includes: the perception of the mathematical material; the quick and large integration of the mathematical objects, relations, actions; reducing of the process of the mathematical reasoning and system of the corresponding actions; the flexibility of the thinking processes in the mathematical activity; quick and free reorientation of the thinking process, switching from the direct to reverse motion; clearness, simplicity, economical operations, rationality of decisions; mathematical memory; learning of the methods of the logic thinking; space representations and space imagination; geometrical intuition; making of the mathematical problems; solving of unstandardized tasks.

The readiness of the teacher to develop mathematical abilities of schoolchildren is the integral personal phenomenon which represents the professional need and the ability to create conditions, leading for success and dynamic changes of the individual pupils' features while learning mathematics.

We start with the mathematical teacher's activity, pupils' structure of the mathematical abilities, teacher's readiness for the development of the mathematical abilities is considered as the combination of the following interrelated components:

- Value and motivation, including the interest towards the problem of the schoolchild's personality development, the attitude to the development of his mathematical abilities, positive attitude to the pedagogical activity and the desire for the professional growth;
- Content and action, which is reduced to the necessary professional knowledge and skills which must be assimilated by the future teacher;
- Personal and individual, including professional and personal qualities, which are necessary for successful pedagogical activity to develop children's mathematical abilities.

While teacher's training dedicated to the development of the mathematical skills, it was necessary to clearly realize axiological aspects of the pedagogical activity, to acquire personality-oriented technologies of learning, in order to realize cultural, dialogical, individual and creative approaches, which was reflected in the experimental work.

The main conditions of the students' readiness forming to the development of the schoolchildren's mathematical abilities are represented by the following blocks: theoretical (the special course «Development of the schoolchildren's mathematical abilities»); practical (the work of the problem group and creative workshop); personality-oriented (individual work with the student, writing of undergraduate's thesis, graduation work, teacher's personality and etc).

During the experimental work we observed the development of the value and motivation, content and action, personal and individual components of their readiness.

Professional readiness of the future teachers of the mathematics suggests acquiring of professional knowledge at the methodological, theoretical, as well as methodic





and technological levels, it will require the knowledge of the general theory of the education – didactics, general and age psychology, but also special psychological and pedagogical knowledge in the field of the development of the mathematical skills, particularities of teaching mathematics to talented children.

The complete list of the necessary knowledge is represented in the created model of the teacher, oriented to the development of the pupils' mathematical skills. It includes value and motivation, personal and motivational, personal and individual, and content and action components.

The main group of pedagogical skills, necessary for realization of the teacher's developing function, in our opinion, is the following: informational, skills of the goal orientation and planning, organizational and communicative and reflexive skills, the skills of moral and will self-regulation, pedagogical techniques, applied and creative skills.

In the course of the research it was found, that the growth of value and motivation, content and action components of the readiness of the future teachers to develop pupils' mathematical skills are the bases and conditions of the development of the professionally significant personal qualities, determining the system of relations between the teacher and the pupil, attitude to himself and to his profession. We'd like to underline that the professional and personal qualities are deep psychological phenomena of the professional, which are created in the activity and require a long time, comparing with the other components of the readiness. Their demonstration is connected to gradual quantitative changes, happening with value and motivation and content and activity spheres, and also in transformation of these changes into qualitative personal and individual professional features.

Realization of the personal and activity approach in the professional training of students suggests:

- subject position of the student in the educational process of the pedagogical University;
- taking into account leading factors, determining general and professional development of students, types of their activity;
- creation of conditions for self-realizing of students' abilities, for their professional self-determination;
- use of the possibilities of realizing students' potential at different stages of the future teacher's personality development.

The elaborated system of the future teacher's training includes pedagogical, psychological, subject, methodical and special training, which are represented by the corresponding forms and methods of work with students. The principles, determining functioning and efficiency of this system are humanization, integration and differentiation.

The analysis of the existing psychological and pedagogical, methodic disciplines, taught at the physics and mathematics faculty, testifies, that they do not isolate the specific professional knowledge and skills, which are the core of pedagogical activity



of developing mathematical abilities. The most of the teachers, according to our data, are not ready for this activity. We suppose, that it is obligatory to define the circle of professional knowledge and skills, which are together with personal and professional teacher's qualities will provide the readiness for the development of the pupils' mathematical skills. The carried out research allowed us to make the analysis of the problem of the mathematical abilities and pupils' talents at the contemporary stage of the development of psychological and pedagogical; to find out axiological bases of forming the readiness for the development of the mathematical abilities; to determine contents and structure of the teacher's readiness for the development of the schoolchildren's mathematical abilities; to create the system and determine the conditions of its creation in pedagogical University.

In the process of research we approved: the program of the special course "Development of the schoolchildren's abilities"; the contents of the work of the problem groups and organizational bases for functioning of creative workshops; methods of studying of students training for the development of pupils' mathematical abilities; methodic recommendations for teachers of the mathematics for the development of the pupils' mathematical abilities in the conditions of the contemporary school.

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## The level of school skills and emotional and will qualities of the children with small mental dysfunction

Serov P.N.

*In this article the author considers the question about the age changes in school skills and emotional and will sphere of the boys of 7-16 years old. It is assumed, that the difficulties in the education of the examined children remain with the age due to the disturbance of regulative mental mechanisms, leading to the development of hyperactivity*

**Key words:** *small mental dysfunction, school skills.*

Small mental dysfunction (SMD) – this is a slightly expressed form of children's encephalopathy [7]. The number of the children suffering from SMD, in whole children population according to different authors fluctuates from 2 up to 21 %. The symptoms of SMD are extremely different and are changing with the age. The main symptoms brightly demonstrate themselves at the first years of studies in the elevated motor activity and diversion (syndrome of the hyperactivity with the deficit of attention). Such children can not concentrate for a long time upon unique object; they are distracted all the time by different раздражители [1]. In the first school forms some children have difficulties in education, which are not connected to mental dysfunctions or behavior disturbances. It can be irregular perception of space interrelations, disturbances in counting or reading. The difficulties with abstract thinking are increasing with the age. Especially often we can observe speech disturbances [2]. While neurological symptoms are rather "light" a big percent of these children fall within the risk group, within the group of children who are backward or unable to acquire school knowledge and skills [4].

«Unfortunate» formation of CNS becomes the obstacle for the timely and sound mental activity of these children. Mental abilities of the child turn to be unsatisfactory to correspond to social requirements, which are made by parents, kindergarten, and school [5]. Though there is a significant progress in studies of the problem of social adaptation of the children with disturbances in CNS formation, many aspects of this important medical and psychological problem are not still solved [3].

The aim of this research was to study school skills of the boys from 7 to 16 years old with small mental dysfunction.

The carried out research was comparative, random, open and group-oriented. The main sample consisted of 86 boys of 7-16 years old with small mental dysfunction (SMD). The schoolboys with SMD were divided into groups using to age criterion according to World Health Organization classification (1997): junior school age, early stage of pubertal period and the medium stage of pubertal period. Diagnostics of school difficulties, disturbances within emotional and will sphere were made with a standard set of tests [6].

According to the test results of children with SMD of junior school age, 36 % of school children have difficulties in behavior, 64 % of children have no such difficulties.



Besides 53,5 % of children have significant difficulties in education in junior school age, it means they have difficulties in reading, writing and also counting. Children very often are unable to find the difference between numbers within one dozen. Moreover we could notice the combination of the immaturity of intellectual and emotional spheres. Thus, while studying the particularities of emotional and will spheres and functions of attention it was established that nervous tension and anxiety often demonstrate themselves among 29 %, seldom – 35,5 %, very seldom – 35,5 % of boys. The motive worry and disinhibition are very often found among 25 %, seldom – 43 %, very seldom – 32 % of boys. The absent-mindedness, diversion demonstrate themselves among -21,5 %, often – 25 %, seldom – 32 %, very seldom – among 21,5 % of boys. The symptoms of the weariness and nervous exhaustion of CNS часто проявляются у 64,5 %, seldom – among 14 %, very seldom – among 21,5 % of boys. The passivity and spiritless while making an assignment are often observed among 46,4 %, seldom – among 21,5 %, very seldom – among 32,1 % of the boys. The shyness, restraint could be seen among 71,4 %, seldom – among 14,3 %, very seldom – among 14,3 % of the boys.

At the early stage of the pubertal period of children with SMD a high percent of school children suffered from behavior disturbance (17,8 %). However, in emotional and will sphere of these children we have found the symptoms of nervous tension, hyperactivity, increased anxiety and etc. Including, symptoms of the nervous tension and anxiety are observed among 17,8 %, seldom – among 53,5 %, very seldom – among 28,7 % of the boys. The motive worry and disinhibition are often seen among 10,7 %, seldom – among 32 %, very often – among 28,65 % of the boys. The absent-mindedness, diversion are often observed among 14,2 %, seldom – among 28,6 %, very seldom – among 35,7 % of the school children. Symptoms of weariness and nervous exhaustion of CNS are often found among 39 %, seldom – among 21,5 %, very seldom – among 28,6 % of the children. The symptoms of the passivity and spiritless while doing the tasks, often show themselves among 32,15 %, seldom – among 35,7 %, very seldom – among 32,15 % of the boys. The shyness and restraint of the children of the early stage of the pubertal period are often observed among 17,8 %, seldom – in 14 % of cases.

To the medium stage of the pubertal period there is again an increase of the percent of schoolchildren with behavior disturbances (56,7 %) in the emotional and will sphere among the adolescents with SMD. Symptoms of nervous tension and anxiety show themselves among 40 % of adolescents, the rest of them have such symptoms very seldom. Symptoms of the hyperactivity among adolescents of this group are observed with the same frequency, as at the early stage of the pubertal period: motive worry and disinhibition show themselves among 10 %, seldom – among 33,3 % of schoolchildren, 56,7 % of adolescents have no these symptoms. The absent-mindedness, diversion are observed among 16,7 %, seldom – among 40 %, very seldom – among 43,3 % of schoolchildren. Symptoms weariness and nervous exhaustion of CNS are found among 46,7 %, seldom – y 26,65 %, very seldom – y 26,65 %. The irritation and



aggressiveness are often demonstrated among 6,7 % of the adolescents. The symptoms of the passivity and spiritless while making an assignment are often observed among 26,6 %, seldom – among 73,4 % of schoolchildren. Shyness and restraint of these adolescents are only found among 10 % of cases, the rest of the sample had no such symptoms.

So, if the children have SMD, then the decrease of the behavior, the emotional and will disturbances happen at the early stage of the pubertal period, but to the age of 13-16, there is a new increase of these disturbances. The boys of the age 11-16 also demonstrate disturbances of school skills. At the same time, the symptoms of hyperactivity at the early and medium stages of the pubertal period manifest themselves more distinctly comparing with junior school age. So we can make the conclusion, that the disturbance of mental regulation activity (SMD), which is expressed in the syndrome of the hyperactivity, increases with the age.

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## Psychological compound of professional training of the future social workers Zakharchenko N.A.

*The article analyses the hot questions of social workers' training, their psychological competence. They consider compounds of psychological competence: communicative, socio-perceptive, socio-psychological, auto psychological, psycho-pedagogical and other competences.*

**Key words:** social help, social work, functions, psychological competence, subject, supporting activity, cognitive, personal, activity, psycho-technologies, межличностное оценивание, stereotyping, classification, comparison, analysis, reflection, professional training.

In spite of the fact that social help as the kind of professional activity which is still developing in Russia, some types and forms of it have a long history (home-nursing service, medical and social help, services of social security and etc). The researches made in this field allow us to make some conclusions about particularities of social workers' psychological training.

In contemporary Russia, plunged into different social problems, the necessity of social supporting activity in different social context is actualized. The elaboration of the professional standards of the social work has a long way of development, which has been modified in connection of socio-cultural transformations of concrete societies. At present the general function of social worker's professional activity is giving social support, which is realized through the following functions: adaptive, supporting, keeping and reproducing values of social and supporting activity, normative and regulative and substantial.

The study of the requests towards professional training of social workers allowed to find out that the core of the professionalism as the specialist of the group of professions related to groups «man – man» and «man– group» is his psychological competence.

From the particularities of social workers' professional activity, his psychological competence is a complex unit, including two components: socio-psychological and psychosocial. Socio-psychological component of psychological competence is at the basis of building efficient interaction of the specialist of the social service with different groups of clients in the frame of resolving social problems. Psycho-social component contributes to giving help in order to overcome crisis states of their mentality, generated by negative life circumstances.

As the study showed, both compounds of psychological competence – socio-psychological and psychosocial include cognitive, personal and activity components. This requires not giving the complex of professional representations, while the high school education, but practical skills, in practical activity of social workers, and de-



velopment of the necessary personal qualities. After having analyzed expert assessments, made by the specialists of different departments of social services, we noticed different degree of importance of the main components of psychological training for social workers. Socio-psychological component of professional training of the future specialist is more relevant to those departments of social services, which are occupied by solving clients' different problems – medical, juridical, financial and others.

Psychosocial component of the professional training of social workers is more востребована by the departments, oriented to concrete contingent of clients – children and adults, aged people, handicapped and etc. However it is possible to say that the both components of psychological competence exist in all social services at different extent.

Psychological competence, in opinion of A.A. Derkach and V.G. Zazikina, is the core of professional competence. It was found, that psychological competence includes several types of competences, as: social-perceptive, socio-psychological, auto-psychological, communicative competence, psychological and pedagogical competence (Igel'nikov M.S.). These types of psychological competence play an important role in the professional activity of the social worker.

Communicative competence includes: the ability for cooperation and interaction; psychological compatibility, as the ability to adapt for different temperaments and characters; multifunctional skills; the ability to use different ways of communication; the ability to resolve the conflicts efficiently; the sincere respect towards other people's work; the ability to establish prolonged horizontal and vertical links and etc.

At the basis of the socio-perceptive competence there are such integrative competences as the acute brain and the power of observation. In the context the shrewdness includes interpersonal assessment, stereotyping, classification, comparison, juxtaposition, analysis, reflection. As the result a new image of the other person is created, there is understanding of the main determinants of his behavior and relations. Structural model of socio-perceptive competence includes three substructures: potential, process and effective. The assessment of socio-perceptive competence is made according to the characteristics, as: the accuracy of another person's perception; his understanding and assessment; the ability to systematically react to social subjects; the possibility to adequately mentally simulate (structurally represent) personal features of the perceived person.

There are four levels of development of socio-perceptive competence: desirable; stable; unsatisfactory; critical. The improvement of socio-perceptive competence depends upon the acute mind, but upon the basic quality which is the power of observation. The structure of the power of the observation as the basic quality and skill includes the following components: perceptive; cognitive; reflexive; empathetic; motivational and prognostic.

The leading characteristics of socio-perceptive competence in the professional communication of the social worker are: humanistic attitude of the labor subject; reflexive and perceptive knowledge and skills; positive professional Self-concept; some



personal traits (intellect, will, empathy, power of observation, benevolence, and emotional cordiality).

Auto psychological competence has the key significance for realizing progressive, personal and professional development of the social worker, because its level determines the quality of self-analysis, adequate self-assessment, and the level of self-regulation, self-efficiency and other important qualities of social workers.

From the ackmeological point of view auto psychological competence is considered as the readiness and the ability of the social worker for goal-oriented work in order to change his personality traits, behavior, activity and relations towards professional and personal growth.

It is evident that the existence of other components of the psychological competence is integral part of professional competence of the social worker. Among them it is necessary to underline reflexive and conflict solving competence.

Especially, the great role of the reflexive competence in analyzing personal and professional experience contributes to creation of the new professional models and standards, stimulating social worker's activity.

Using the model of the reflexive competence by now we have created and officially approved the technologies for its development, which are classified as psychological and ackmeological workshops and trainings, for instance, reflexive –innovative training.

The important component of professional and psychological competence of the social worker is conflict solving competence, which is considered as cognitive and regulative substructure of personality professionalism and social worker's activity. The psychological competence of the concrete worker acquires certain particularities due to concrete contents, conditions and forms of social worker's activity.

The professional standards of professional training of social workers assume that the students must assimilate a certain amount of psychological knowledge in the frame of such courses as practical psychology and psycho diagnostics, social psychology and conflict resolution studies. After studying this bloc the disciplines the future specialists acquire psychological knowledge about socio-psychological particularities of different groups of clients and ways of building the most effective interactions with them.

The above mentioned circumstances stimulate enlarging the psychological training of the future social workers.

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## The influence of the interpersonal relations of high school students upon their career plans.

**Kanamatova A.K.**

*The article analyses the problem of development of students' career plans. There are results of the empirical research which studies the influence of the interpersonal relations between students upon development of their career plans, they describe in brief the program proposed for the development of the interpersonal relations, which has the aim to extend the students' representations about psychological aspects of building and supporting interpersonal communications.*

**Key words:** *career plans, career, interpersonal relations, efficient communication, career orientations, professional competence, stability, challenge, entrepreneurship, autonomy, management, style of life, life plans, promotion, success, professional life, self-realization.*

The problem of students' career plans is one of the most important problems of the contemporary pedagogical psychology. It is really of great importance that the students had clear career plans, letting them to build their life after graduating from high school. Having a clear life plan about his career promotion the person can be sure about today and take measures about his career success in the future. Professional life can be the core which is able to support the other perspectives of life in different directions of self-realization. Later this core is completed by family creation, giving birth to children, adjusting everyday life, spending leisure time in the favorite way and etc.

Having career plans is of the paramount importance; however, they must be variable. This is the variability of career plans let the person to adapt easily towards dynamic changes of life activity, which lead to the break of the old conditions and the replacement by the new, unforeseen circumstances. Only the person who admits the different variants of his self-realization, in several, sometimes different fields is able to achieve success in his life.

The importance of the preparation of such specialist who are able to easily adapt for different life circumstances, finding themselves in new conditions, even unplanned in the frame of the professional education, makes actual establishing the factors which are favorable for achieving efficiency in this activity. As this factor we regard the ability of the student towards positive interpersonal contacts with fellow-students and teachers.

We proceeded from the assumption that the students' interpersonal relations create the positive environment, where he finds the information about possible spheres of self-realizing, reflecting the possibilities in different spheres, which gives him the confidence to be successful in this sphere.

From the above said, **the subject of our research is the influence of relations between students upon their career plans. The aim of our research:** to study the



possibilities of the development of students' career plans on the basis of the improvement of their interpersonal relations. Hypotheses of the research: 1) interpersonal relations of high school students create the environment which can be favorable for enrichment of their professional interests, realizing of different aspects of their future professional activity, building up life orientations, developing career plans; 2) students' career plans are the integration of understanding of the particularities of their future career, of the possibilities of self-development and personal orientations, they reflect hierarchy of their self-realization after high school; 3) extending the sphere of interpersonal interaction in high school, it is possible to create the possibilities, conducive to enrichment and concretization of their career plans.

We have used the following methods: the questionnaire «Career anchors» by E. Shein; the method of finding out the type of reaction to conflict situations M.M. Kashapova and I.A. Karacheva; the method of finding out the style of communication by S.A. Shein; test of hostility of Cook -Medley; the method of G.B. Rotter «Scale of interpersonal trust»; the method of the communicative tolerance by B.B. Boiko.

**As the sample we had a group of students -366 people**, which have been studying at several high schools of Rostov-on-Don.

The interpersonal relations vary a lot and depend on many factors. We have only distinguished some of them- objective efficiency and existence of interpersonal relations, students' subjective satisfaction of them, the presence of several qualities, having impact upon the state of the interpersonal contacts. These are the characteristics which we have taken as the main parameters, determining the level of the development of the interpersonal relations in the sample. Moreover, we have established and examined the link between interpersonal students and the development of their career plans.

The created program of the development of the students' interpersonal relations after approval has proved that the development of the interpersonal relations is able to influence positively their career plans.

According to the results of ascertaining and forming stages of our research we have received the data, which allow to make the conclusion that students' career plans represent subjective complex reflecting understanding the character and ways of building their future labor activity. The students' career plans are characterized by the accuracy of their representations about possible ways of self-realization and of building their activity in the selected field.

It was found that the most for contemporary students are career orientations like «Professional competence», «Stability» and «Challenge».

Being oriented to the professional competence, students try to make the career having higher professional skills and knowledge and the acknowledgement among the people of their circle as masters, superiority over others according to the quality of the activity and services.

«Stability» is the priority for the significant part of the students; career orientation is connected to career achievements as a result of promotion due to their devotion, loyalty to the organization. That's why they connect the beginning of their career with



a stable organization, able to provide a stable work place and guaranteed social security. The priority of this career orientation is due to the economical instability in the country and in the world.

«Challenge» is the priority career orientation where the need for self-realization is indicated as the need for self-realization, (self-expression), to achieve success in the society and among relatives relying on their own forces. Having such a career orientation, students try to stand out by their otherness and thanks to it to achieve career promotion.

Career orientations appear as a psychological phenomenon at the students' age, characterized by versatile links of forming components, being of different significance for their subjects. At the subjective level students' career orientations include the complex of career orientations:

- domineering career orientation like «professional competence» at the statistically significant level connected to career orientations «stability», «challenge», «entrepreneurship» and «autonomy»;
- «management (administration)» – with career orientations «stability» and «entrepreneurship»;
- «autonomy» – with career orientations «challenge», «entrepreneurship» and «professional competence»;
- «stability» – with career orientations « professional competence», «management», «service» and «integration of life styles»;
- «service» – with career orientations «integration of life styles», «entrepreneurship» and «stability»;
- «challenge» – with career orientations «autonomy» and «professional competence»;
- «integration of life styles – with career orientations «service» and «stability»;
- «entrepreneurship» – with career orientations «management», «professional competence», «autonomy» and «service».

Students' demonstration of several highly expressed career orientations let us speak about formed career orientations, determining the possibility of the variability of building their career.

It is established that the level of the development of students' career plans has an impact upon objective and subjective factors, related to the sphere of the interpersonal relations:

- formed interpersonal interrelations between students of high school;
- objective efficiency of students' interpersonal relations;
- students' satisfaction of the interpersonal relations with the fellow students and teachers;
- development of students' subjective qualities having influence upon the establishment and development interpersonal relations (the created style of building interpersonal interaction, state of hostility in relations, level of the interpersonal trust and communicative tolerance and etc).



The improvement of the students' interpersonal relations creates the basis for their career plans. The created program is conducive for maintaining and extending students' career plans destined to the development of the interpersonal relations, in order to extend their representations about psychological aspects of building and supporting people's interpersonal relations (special course "Psychology of the interpersonal relations"); to develop students' knowledge and skills in establishing and realizing effective interpersonal relations (training «Efficient communication»). The proposed program will be valid and will fulfill its tasks if they follow our recommendations.

1. The program should be implemented by specialists having psychological education and competent in communication psychology. They must have the experience of the trainers. It is advisable to enlist specialists of high school psychological service.
2. Before the realization of the program it is necessary to carry out diagnostic work, letting find out exactly the problems of each participant of the program in interpersonal relations. The further work must take into consideration not only the problems of the biggest part of students but the single cases as well.

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## Psychological and pedagogical characteristics of value and context characteristics of senior school children

**Bakoulin A.V.**

*The article considers the main types of the difficulties in the process of the context forming of the senior schoolchildren, there is a definition of the difficulties in the sense forming as value and context barrier in the educational process, such problems as sense actualization and verbalization are described as the barrier of the self-relation, the barrier of the value and context extrapolation, barrier of the depth of the personal attitude.*

**Key words:** context forming, psychological and cognitive barriers, value and context barriers, value relations.

The new stage of the educational development, when its value is cultivated by the state at the level of national and priority project, needs the learning, oriented, first of all, to the pupils' motivation and context development, but to achieve this we must introduce the whole educational process to the level which initiates pupils' context forming, after drawing closer the knowledge to the real life, to choose the right decision in the difficult situations of the choice. «It is necessary to especially underline, that the value and goal attitude in the above indicated system of the coordinates in making projects of the educational projects is the attitude to form the personality outlook and motivation to the learning as the leading motivation of the personality development.» (Asmolov A.G., 2009).

Before pedagogical sciences and practice as the task of the educational process there is problem to find efficient methods and technologies of the pedagogical stimulation of the potential abilities of the student, adequate to the goals of the development of the person of the new generation oriented to values of the civic society. The educational environment must become the space initiating the pupil's personal development, inducing to assert his «self», giving possibility to build his own system of relations with the world and environment, helping to creative and intellectual self-development, to particularities of the integral self-organization, personality's life concept. The difficulties in the educational process, they always call barriers.

The problem of the barriers, as individual psychological features of the man in different life contexts, is attracting the attention of psychologists and teachers. The works of L.I. Bozhovich and E.V. Roudenskii [5] are dedicated to the studies of the barriers in the communicative sphere (sphere of the communication). In a number of works we can find such barriers as «temperament barrier», «accentuation barrier», «barrier of the communication way», «barrier of the negative emotions» (suffering, anger, disgust, fear, shame and guilty), «barrier of the incorrect consciousness attitude» (stereotype, prejudice, the lack of the interest, disrespect for the facts), «speech barrier», «physical barriers», «social and role barriers», «informational and cognitive barriers», «social and psychological barriers», «organizational psychological barriers»,



which become the obstacle in the interaction with the environment. The problem of the difficulties, or «barriers» of the communication in the educational process, as the object of the special research was studied in the works of I.A. Zimnei, U.V. Kassatkina, A.A. Klimova, N.V. Klueva, A.A. Kolomenskii, E.S. Kuzmina, B.D. Pariguin, L.A. Povarnitsena, V.V. Rizhova, E.B. Tsoukanova.

The barriers in the cognitive activity as the obstacle of the creative search were studied by B.M. Kedrov. The barriers as the determining factors of the activity dynamism at its different stages were examined by Shakourova R.Kh. and his colleagues. He distinguishes such types of the barriers as value-oriented barrier, the barrier of uncertainty, subject transforming barrier and barrier of the lack of the information about the received results. One of the first researches carried out in the field of the context of the personality – oriented education was realized in the connection with the studies of the pupils' self-realizing (Kanaeva B.I., Kanaeva D.B. 2001) as the factor of the subjective difficulties in this process. The special part of the researches is connected to the age particularities, among them the barrier in the value-context preferences.

The sensitive period for forming value attitude to the cognition in the educational process as the foundation of the personality outlook is the senior school age in view of the value self-determination. Psychological possibilities of this age let the senior schoolchild to make the real conscious choice of his life position. «The sources of the contexts, defining for a person what is important or not, and why, what place these or those objects or phenomena occupy in his life, are the needs and man's personal values. Both of them have the same place in the man's motivation structure and in the structure of context generation, the sense for the man acquire those objects, phenomena or actions, which have attitude to the realization of his needs and personal values. These senses are individual which comes from the difference in needs and values of the different people, and a special way of their realization» (Leontiev D.). However pedagogical practice testimonies that in the educational process value and context barriers as subjective difficulties arise in the process of sense forming rather often (especially among senior school children), besides, in the contemporary didactic science there are no researches, connected to the revealing and describing of their mechanisms, functions, types and ways of overcoming. It determined the problem of our research, carried out in the secondary schools of Rostov-on-Don, in the frame of which we were studying the difficulties in the process of context forming during 2008-2009.

**The object of the research** is the educational process, playing the role of the context initiating the sense forming activity of the pupil; the subject of our study is the value and context barrier appearing in the process of the contents learning.

**The aim of our research** is to study the most typical subjective senior school children's difficulties as value and context barriers in sense forming and to create didactic mechanisms of their overcoming.

After theoretical analysis of the pedagogical literature and data of the empirical practice, we discovered criteria of the pupils' educational difficulties, which allowed



making the diagnostic program destined to reveal the most frequent value and context barriers as subjective obstacles of the context forming in the educational process.

In the process of elaborating the diagnostic program to reveal value and context barriers we based ourselves on the works of I.I. Tchesnokova (1977), I.C. Kon (1984, 1989), V.G. Maralova (2002), I.M. Nikolskaya, R.M. Granovskaya (1999).

The diagnostic program of the senior schoolchildren let us discover, a number of value and context barriers of the senior school children. The most frequent of them are the following difficulties of the context forming.

1. The barrier of the self-attitude. This barrier demonstrates itself in the difficulty of the context realization of the directed desire to correlate with the external activity object with the internal need of the subject of cognition (pupil). Pupils' development of the personal and context sphere determines the desire to do a certain activity, permanent return to these problems. The man seems to think using models, and his personal perception of the world is carried out through models, he correlates the real facts with the internal personal structures, with himself. This particular context sphere can be also represented by the subjective complex in realizing the need to reveal the internal contents of one or some other people, if we speak about group communication, and we try to correlate our context reality with context field of the other people («how does he represent this...», «he does this, because...» – according to English proverb «everyone wants to wear someone else's boots»). If this feature is well expressed then the barrier is conquered, then in the process of the cognition there is always a desire to express everything new through individualized senses, the person can accept and understand himself. If this quality is slightly expressed then the pupils do not show «bias» to this educational situation, his context structures aren't in action, «they are alienated». The well developed subjectivity is the basis of the adequate for the active development of the man's introspective abilities, stable, adequate self-assessment.

2. The barrier of the value-context extrapolation – impossibility to make the subjective transformation of the context contents of one situation in different conditions. The higher is the level of context sphere, the further is the context transformation. The life need, the logics of the interrelations with the world, suggests that the pupil goes from the nearest context transfer (in the frame of this situation) to the medium (similar situations) and furthest transfer, when the sense, revealed in this situation, determines the character of the context generation, into quite different one. The higher is the level of the development of the sense sphere, the bigger is the possibility of the context spreading to the most unconnected fields (if the person is attracted by some idea, then this idea is pulling to itself the distant information; everything you read, everything you see, is refracted by the leading context). This particularity can be treated as the dynamics and flexibility of the context.

3. Barrier of the depth of the personal attitude. It is determined by the maturity of the context system (life concept as the total combination of the highest senses) – particularly organized whole multileveled system, including in itself a number of the



context structures. The depth is measured «from top to bottom», the presence of the stable context structures testifies about the great depth of the context sphere, the prevalence over the situational senses – the index of the small depth of the context sphere. The depth of the subject's personal attitude is determined by the level of context self-actualization (the possibility of thinking over real, leading motives), which introduces to the values of the self-actualized personality, the main characteristics of which by A. Maslow are the kindness, the truth, wholeness, the lack of splitting apart, justice, self-sufficiency. The preference of these values indicates to the harmony with himself and healthy attitude with the environment.

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## Didactic technologies of the initiation of reflexive pupils' abilities.

**Belova E.V.**

*The particular block of problems of reorientation of our system of the education is related to the motivational and dynamic components of this system, to rethinking of the existing and the creation of the new methods and technologies of the education. Reflexive technologies, as the special group of pedagogical technologies fulfill the function of revealing, "context crystallinity" in connection to the contents, which are grasped by the pupil.*

**Key words:** context sphere of personality, context forming, reflexive abilities, reflexive potential, didactic technologies, initiation of reflexive potential.

During ten years, which elapsed from the moment of the reorientation of our country policy in whole and as consequence the reorientation of the educational system to democratic and human values, a lot of approaches, models, technologies, a lot of reports, instructions and analytical bulletins have been written and experimentally approved at all levels of the system of the school education from the government up to the ministry orders, decisions and recommendations of methodic associations at our schools, however the desirable results weren't achieved. The hopes didn't come true and as the result there is the new turn of looking for responsible of deplorable state of the educational system and new recipes of its improvement. If the new whirlwind of the innovations even brings a number of positive changes, it won't bring serious results, because the innovations are oriented, mainly, to incentive, external motivation. Analyzing the same experience of reforms of the education in the United States C. Rogers wrote: «Looking at the educational system, I must say, that today our nation is in the situation of greater risk, then, it was ten years ago, because we fail to give the possibility of conscious studies to every schoolchild». Only the change of motivation, its introduction into new level of context forming, when the student starts to study not only because he can receive a bad mark, to punish or scold, but because the cognition becomes the part of his own world, gives the answers to the questions, which are exciting and help to realize what is interesting, and what is developing and carrying away. Reform efforts, potentially able to change educational process, will give effect if they are destined towards direct orientation to children's values. It becomes possible only if we realize that the cognition should go through the process of the development of the context structures of personality, because only this mechanism gives the personal growth, the development at the level of life values.

The introduction of the educational personality- context level puts a number of problems for pedagogical science. It is necessary to orient the goals of the education from informational to developing, to put the contents from knowledge-alienated level into personality- oriented, from dogmatic-unique into democratic – variable. The particular block of problems is related to motivational and dynamic components of



the education, to rethinking of existing and new methods and educational technologies. The contents of the educational process, which is the field of crystallization, nourishing context forming and pupils' context consciousness, must get «life impulse». It should be placed into space, smoothing it out between teachers and pupils, between pupils and their groups. It is necessary to place it in time, differentiating it and filling by it the procedure of the teacher and pupils actions. These are technological aspects of the educational process. Technologies of education represent the mechanism of context self-realization, and, as consequence, renewing of contents, in any directions, including sense forming, so it is necessary to introduce the changes into technological culture in the adequate and synchronical way. The contents and technologies are organically interrelated: if the contents are "nourishing" personality's development, context structures, then the technologies launch, start the development. It seems to be inadequate from the point of view of contents, technology as the launching instrument doesn't work, because in another way we break the law of isomorphic dependence of the contents – technology, the principle of mutual correspondence. However, the content component at high school becomes more and more sense saturated, oriented towards the development of context sphere of students, but the technologies of the education still have representative or cognitively-oriented character. This contradiction gives birth to our urgent question – the need of search of those technologies in the educational process which let introduce it into the new level of context self-regulation through students' sense forming and sense searching. In connection with new tendencies in pedagogical science, the question of the educational technologies from didactic sphere is transmitted into psychological plan, because the contents of educational courses, are the field of "the crystallized contexts" (in terms of A.N. Leontiev) it is represented at different levels of the education: at the level of making projects – in text, sign forms, at the level of the educational process – as the movement of thoughts, feelings, pupils' emotions, at the level of educational results – as stable qualities of personality in the form of positions, looks, interests and finally – the system of values as the core of the man system, and it means, his basic sense structure.

Technologies of learning should be treated as the mechanisms of the content translation from text level into the level of the subjective activity, from the level of the subjective activity –to the level of stable students' structures and then to the level of the integral context orientation. The integral context orientation, the component of which is the introspective sphere of pupils, is considered in this case as the core component of students' life concept in the process of their personality formation.

Reflexive technologies as the special group of pedagogical technologies fulfill the function of discovering, «*context crystallinity*» in connection to the contents, which are the carrier, but aren't valuable by themselves. The technology doesn't carry the sense itself, it only allows to create or in reverse to make difficult conditions, under which the student can reveal this sense or that sense of the part of the contents, find the single context and transform it into the further academic activity. However in the conditions of the action of one or another technology is assimilated not only as a



program material or additional material, but as the carrier of contents, the technologies themselves, at least, some of them – their parts. In this case we go to the contents traditionally – as the object of learning. As the example we can cite the technology, called «project method»: this method provides assimilation of the part of the reality, prescribed by the school programs, but is not only learnt as the contents but as the way of activity as well, as the instrument of making project of something in his own life perspective. Moreover, if we treat the contents from the point of view of the context forming, interpreting them as «substratum», «nourishing» students' context development, then technology, directed to revealing the context basis of the world, assimilated as the way of activity, is able to decide and a sense “super task”. In our example «project method», which was actively used nowadays in specialists' training, as the learnt element of the contents is able to carry out the above mentioned function – finding and developing the ability to orient in the palette of the individual and personal, life, spiritual, social values. In other cases educational technology, turns into the technology of learning and then the way of student's activity, it means it turns into contents, which may or may not have a context forming function.

The development of the introspective sphere is taking place together with the most important cognitive law– if the senses are not taught and they can't be learn, we must admit it unconditionally, then cognitive technologies, which are assimilated by pupils in their technological interaction with the teacher, are able to play the role of context searching factor, method, leading to the revealing of the world secrets. Thus, well spread heuristic technologies providing program material acquirement, as the latest school experience shows– and introducing into situations of context revealing, learnt as the contents turn into mechanisms of the search and sense revealing under other didactic circumstances or, let's suppose, in situations of pupils'life context realization.

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## Ackmeological analysis of the individual professional success of medium-level managers of the energy sector **Shapovalova V.A., Krichenko E.V.**

*The article is dedicated to psychological and ackmeological studies of the medium-level managers of Novocherkasskii state district power station (NSDPS). They analyze theoretical views about professional success. There are some results of the empirical research, where they show general professionally important qualities, providing success in the activity of the management personnel.*

**Key words:** professional success, medium-level manager, concept of professional growth, activity, professionally important qualities.

Today the practice of the management and stimulation of the personnel labor activity mainly bases on the size of the individual of e worker's contribution in the success of the whole organization. It suggests finding of the new objective indices of the professional success. However the possibility of its forecast, as well as the vocational selection, расстановки кадров, personnel reserve doesn't already depend on the knowledge of the individual rating according to some indices, but on personal factors, important for problem solving in the professional activity.

The energy sector is one of the most important for the development of the state economy. The state district power station (SDPC) supplies energy to many buildings, including objects of military facilities. The operating personnel of SDPC, everyday working over difficult, strategic location is responsible for energy supply at the large territory. In this situation the efficient management SDPC in all the directions: from qualitative management of the production process up to personal selection and building personnel reserve, is an acute need.

As the analysis of the scientific literature showed, the theoretical basis of the concept of the professional .

The theoretical analysis of the scientific literature showed the basis of the professional becoming of the personality if the fundamental representation about dynamic character of the mentality, about the necessity of studying mental life of the personality in the form of the permanent process of the interaction with the environment, created by S.L. Rubinstein and received the development in the works of K.A. Aboulkhanova- Slavskaya, L.I. Antsiferova, B.F. Lomov, V.D. Tshadrikova.

The success of the activity is represented as the characteristic of the activity, including the labor productivity, the quality of the products, the time spent on doing this work, the accuracy of the actions and etc. The success of the professional activity is demonstrated, first of all, by achieving the target and overcoming conditions which block the goal achievement. So, from the point of view of the one goal the same action can be successful, from the point of view of another goal– the action can be characterized as neutral (indifferent). From the psychological point of view success is the



state of the joy, satisfaction from the fact the result the person longs to in his activity, corresponds with his hopes, expectations (or, strictly speaking, with the level of his claims), or it exceeded them. At the basis of this state the stable feelings of satisfaction are formed, and then the new strong motives of the activity appear, the levels of the self-assessment, and self-respect are changing.

The notion efficiency is used for the assessment of the success of the professional activity. A.K. Markova believes that we should classify the quality and reliability as the criteria of the efficiency among others objective indices [5]. V.D. Tsahdrikov, realizing functional approach to the activity, proposes formula of the normative ways of social activity, corresponding to the characteristics of the activity as the labour, parameters of which are productivity, quality and reliability[7]. Used by M.A. Dmitrieva for the assessment of the professional activity notion of «professional success» is very close to the above mentioned notion of «Efficiency». The success of this activity includes the productivity, labour output  $n$ , quality of the production, reliability of the actions. Having the possibility of the qualitative assessment and high grade of the reliability, the level of problem complexity can serve as the success index. Together with the mentioned success indices, as the researcher underlines, «it is necessary to take into consideration neuropsychic consumptions, necessary to achieve the goal, and the degree of the worker's satisfaction of his labor» [3].

Novocherkasskii state district power station (NSDPC), where we have made our research, - thermal electric power station in the settlement Donskoi near Novocherlask of Rostov region of South Federal district. NSDPC is the main source of electric energy generation in Rostov region, supplying the electric energy to the most industry developed part of the South –West of the, including, military facilities. Being an important strategic plant of our region, NSDPC needs highly qualified staff. The conditions of the complex and responsible activity have an impact upon power station personnel. That's why it is really an urgent need to choose the management personnel of the medium level the personnel resource using scientific psychological approach.

In our study 120 people took voluntary part, among them 76 % of men and 24 % of women. Using the analytical job descriptions we found professionally important qualities, providing success of the activity of the medium level managers of NSDPC. Then in correspondence with the particularities of the activity, reflected in job descriptions, we have identified specific for different positions professionally important qualities.

As the analysis of the workers' activity of the energy sector showed, this sphere of work is rather difficult and is performed in the specific conditions, connected to the high responsibility, shift work, realizing of the importance of the emergency situations for the region. This sphere of work is also characterized by a number of the technical factors, which negative effect upon general, somatic and emotional state of the workers.

The specific professionally important qualities for the deputy chief of the shop: the skill to analyze symbolic information, the knowledge of the professionally impor-



tant qualities, necessary for fulfilling the work in this department, the ability to quickly reveal the real causes of the accidents, emergencies, failures and etc. The specific professionally important qualities for the shift supervisor: the ability to create conditions for qualification improvement, professional growth of the other people, the skill not to lose control during the shift, independence in making decisions and decision realization. The specific professionally important qualities for the shopfloor foreman: the skill to analyze symbolic information, the ability to quickly reveal the real causes of the accidents, emergencies, failures and etc, skill to forecast fast, to foresee the results of the technological process.

The most important qualities for the professional selection are such qualities as the skill to motivate the worker to execute an order or a task, the skill to manage your own behavior under the stress situation, longing for training and self-development, persistence in goal achievement, the skill of consequent, rational processing of the operative information. We consider that one of the most important factors of the success is the context assessment of the stimulus of the labor activity. Thus, the labour activity doesn't have sense from the point of view of the realization of the cooperation and concurrence motives, at the same time collective doesn't play the role of the sphere of the interaction, but as an object having impact upon the personality. The success is oriented to the search of the personal context as a result of the labor activity, though money is not the main goal of labor achievements.

According to the received data we can make the conclusion that the same personal qualities, which influence the success in the professional activity, присущие as low successful managers as well as highly successful managers, they don't only differ by the degree of the expression, but they have different structural links and particular contents.

If we speak about portraits of highly and low successful managers of the medium level of SDPC, then the low successful managers are characterized by the emotional and communicative links with the professionally important personality qualities. The highly successful managers have the links with the professionally important personal links of the other kinds: for example, these are the links with intellectual qualities, dominance-conformity. The number of the links of the low successful managers and the highly successful managers is different: the highly successful managers have less of them. Perhaps, it is connected to the strict role of the leader in the plant, oriented rather to achieve the goal instead of the man.

The factor analysis demonstrated the difference in the structure of the interrelations of the context forming motives and incentives according to the method of Kokourina in groups of highly successful and low successful managers. In the group of the low successful managers the factor was formed by such variables as: incentive «collective» with the context forming motive «concurrence» at one pole (the factor weight is  $-0,853$ ), and incentive «collective» with the context forming motive «cooperation» -at another pole (the factor weight is  $+0,82$ ). This factor was interpreted as «Ego-We in the frame of the collective management». It let us judge not only about



the qualitative differences, which show themselves in highly expressed motives, but the structure of differences, reflecting links between motives. The data received during the study reveal the sphere of the relations where the context motive exists. So the low successful managers of the medium level have the incentive for their activity in the form of the relations sphere in the collective, their sense is concurrence or cooperation. The highly successful are stimulated, first of all, by the labor itself with pragmatic motive to achieve maximum efficiency, or they are stimulated by the cooperation with the others.

Our research showed that our task is of the current concern. The further studies of this problem will let us formulate standards of making qualitative professional selection and form personnel resources of all plants of the energy sector.

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