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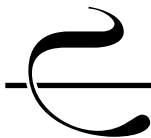
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Anniversaries

**Doctor of Psychological Science, Professor,
member of Russian Academy of Education,
Dontsov Alexander Ivanovitch is sixty!**

Dear Alexander Ivanovitch!

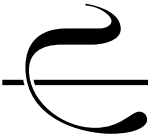
On behalf of Russian Psychological Society, the editors of “Russian Psychological journal” and our readers would like to congratulate you on the 60 th anniversary.

You have started your professional work as a teacher of psychology in Moscow State University, then you have occupied important and influential positions: the dean of the psychological faculty of MSU named after M.V. Lomonosov, the President of Russian Psychological society.

Being a full member of RAE, a member of Expert advisory body of State Commission for Academic Degrees and Titles, a member of the special Council of Humanitarian Academy of the Armed Forces, a member of European Association of Experimental Social Psychology, professor emeritus you have been making the great contribution to the development of the national science.

Your scientific work- the original concept of the integration of small groups, the proposed approach towards the analysis of the interpersonal conflict, the formulated new attitude to the influence of the minority group, researches in the field of phenomena and laws of mass consciousness significantly contribute to the development of social psychology.

The editors of “Russian Psychological journal” would like you to accept our best wishes for health, happiness and success in your scientific and pedagogical activity.



Psycho physiological and psychological peculiarities of gifted senior pupils, having psychological difficulties

Ermakov P.N., Dikaya L.A., Kats E.B.

During the last ten years scientific interest in a gifted personality, without that society can't develop and solve numerous confronting tasks, has increased greatly. There is a prevailing approach in modern psychology, treating endowment as an integral quality of personality, that doesn't come to intelligence, creativity or cognitive functions. This quality is not initially programmed with genotype and it doesn't fatally depend on the conditions of the environment, but this is a dynamic characteristic. Endowment, as a systemic quality of personality, develops during the whole life of man [2, 7, 9, 10].

In psychological literature of recent years widely presented facts, indicating significant psychological difficulties that gifted children face during the process of education at comprehensive school [3, 6, 4, 5]. A firm opinion has formed in public conscience, according to which a gifted child, as usual, has "oddities". His behavior, manner of communication, etc. differ from his peers.

Actively carried out by Russian psychologists theoretical and experimental investigations of "endowment" phenomenon allow to conclude that gifted pupils form a group of psychologic-pedagogical risk, which is connected with experienced difficulties- communicative, volitional regulation, professional self-determination, perfectionism and etc. In psychological education of recent years the idea of "exclusive children" together with hyperactive and autistic has even spreaded on gifted ones [1, 8, 11, 12].

We can state the lack of empirical data, allowing to establish the main reasons that cause psychological difficulties and problems, appearing among gifted children during the process of education at comprehensive school. It is considered to be the most topical for gifted senior pupils, having psychological difficulties, because during the period of school leaving and university entering the fact of losing endowment signs often takes place. Besides, we consider children's Psycho physiological peculiarities are not enough investigated, as well as complex investigation of gifted senior pupils is also needed.

The aim of the conducted complex empirical study was to reveal psycho physiological, psychological and socially- psychological peculiarities of gifted senior pupils, having certain psychological difficulties.

These senior pupils had psycho physiological, psychological and socially- psychological peculiarities. Among psycho physiological peculiarities nerve system characteristics were stated - strength, flexibility and etc. (Tapping Test); characteristics of



temperament- objective and social ergonicity, plasticity, emotionality, tempo and indexes of temperament ("The structure of temperament questionnaire" by Rusalov V.M.). Cognitions were set forth among pupils' psychological peculiarities-level of intelligence ("Roven's progressive matrices") and nonverbal creativity ("The picture completion test" by Torens). Among socially- psychological peculiarities socially-psychological adoption was stated ("The Rodger's Diamond questionnaire").

A special questionnaire was developed where the degree of evidence of any difficulty varied from 0 to 21 points to reveal pupils' psychological difficulties–social inadaptability, perfectionism, low volitional regulation, difficulties of professional self-determination.

The use of standard computer methods of mathematical statistics ensured the reliability of the empirical study results. The comparative analysis of different mean values of observable variables between three groups of senior pupils, concerning each psychological difficulty, was carried out by means of Student's T- criterion. Each psychological difficulty was studied during the process of work. Statistical interconnection of the evidence degree of every observable difficulty with psycho physiological, psychological and socially- psychological peculiarities of senior pupils was identified by means of Spearman's analysis.

With the help of a specially developed among senior pupils questionnaire (for school pupils from the 9th-11th forms of lyceum №1, Rostov-on-Don) were revealed pupils, having difficulties in social adaptation, perfectionism, volitional regulation, professional self-determination.

All the pupils were divided into three prearranged groups according to the above-listed difficulties. The (1)st group was composed of the senior pupils with signs of endowment. The difficulty is marked among the representatives of this group. The (2)nd group was formed by the senior pupils with signs of endowment, but without any marks of difficulty. The representatives of the 3rd group were without any signs of endowment, but had this difficulty. Altogether 102 pupils aged 14-17 years were examined.

The aim of the complex empirical study was concretized in the following goals:

To carry out a comparative analysis of psycho physiological, psychological and socially- psychological characteristics of gifted senior pupils of all three groups, in regard to each observed difficulty.

To study the interconnection of each observed difficulty with psycho physiological, psychological and socially- psychological characteristics of gifted senior pupils from all three groups.

The results and their discussion. As a result of the carried out comparative analysis psycho physiological, psychological and socially- psychological characteristics of gifted senior pupils were displayed. These characteristics accompany each of observed psychological difficulties- social adaptation, perfectionism, low volitional regulation, professional self-determination. Those characteristics of senior pupils, whose numeric differences were statistically significant ($p \leq 0, 05$), comparing with all three groups of pupils, were placed below into the table.

Socially badly adapted pupils (both gifted children and pupils without strongly marked signs of endowment) have remarkably higher rates in social flexibility and social



tempo, than gifted pupils, not having psychological difficulties in social adaptation (Table 1, picture 1, picture 2). They have a collection of communicative programs, easily come into contact with other people, and easily switch to other people during the process of communication. They have communicative impulsivity and high speech tempo. These pupils are able to choose a proper word quickly. Since, these psycho physiological characteristics are not significantly different, comparing gifted and common pupils, those have difficulties in social adaptation, so we can conclude that high social flexibility and tempo are inherent in senior pupils together with difficulties of social adaptation and don't depend on presence or absence of endowment. Consequently, high social flexibility and social tempo can be regarded as characteristics, supporting difficulty of social adaptation regardless of presence endowment signs in pupils, possessing these characteristics.

Social emotionality and index of general emotionality are more significant among gifted pupils, regardless of difficulty of social adaptation. Such characteristics accompany exactly endowment (Table 1). Gifted pupils are highly emotionally sensitive to failures in communication.

Table 1

The results of comparative analysis of psycho physiological, psychological and socially- psychological characteristics of gifted senior pupils accompany social disadaptation

characteristics of temperament			
social plasticity	social tempo	social emotionality	index of general emotionality
1>2	1>2	1>3	1>3
3>2		2>3	2>3

1–gifted senior pupils with difficulty of social adaptation

2 - gifted senior pupils without difficulty of social adaptation.

3 - senior pupils without any signs of endowment with difficulty of social adaptation

1. Thus, we can regard the total combination of social flexibility and social tempo together with high social and general emotionality as psycho physiological background of difficulty in the process of social adaptation for gifted senior pupils.

2. Such results, confronting, from the first sight with the expected ones, can be explained in the following way. Possessing high potential for effective communication and interaction with other people, gifted pupils have, as well, high communicative claims (their high social tempo can be regarded as a sign of their desire to achieve maximum results). That's why in the situations of interpersonal communication they probably define the goal at the breaking point of their abilities. Since, high social sensitiveness distinguishes them, consequently in case of failure they have strong emotional feelings. This makes them consider themselves socially unadapted. Probably we can regard the combination of high social flexibility and social tempo together with high social emotionality as a psycho physiological background of high claims, which during the process of motivation forming can lead to the situation, when a gifted senior student has difficulties, connected with social adaptation.



3. By means of carried out correlation analysis important backfeed of social adaptation, specific for gifted senior students, together with adaptation ($p \leq 0,05$) and internality was revealed. The inverse relation of difficulty of social adaptation with internality points out the fact that in case of communicative failure gifted children experience it, but they don't take all the responsibility for themselves. Therefore, they don't analyze the obtained negative communicative experience, that's why they don't gather a new one. This only reinforces their negative experience of social adaptation.

4. **Perfectionism** as a difficulty among gifted pupils can be identified with characteristics of temperament and cognitive peculiarities.

5. Gifted pupils, regardless of having perfectionism as a difficulty, differ from common pupils without any signs of endowment, but also experiencing the difficulty of perfectionism. Such gifted pupils have a lower social flexibility, higher emotionality and index of general emotionality, index of general disbalance (Table 2). They are highly sensitive to the divergence of the got and expected results of their actions, failures at work, but at the same time they are less touchy to the assessment of other people, failures in the situations of communication.

6. Intelligence of all the pupils, experiencing perfectionism is lower than intelligence of senior students, not having such difficulty (Picture 3, table 2).

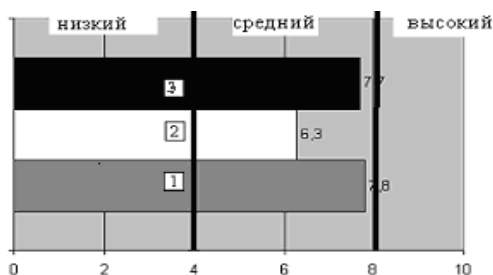
Table 2
The results of comparative analysis of psycho physiological, psychological and socially- psychological characteristics of gifted senior pupils accompany perfectionism

Cognitions	characteristics of temperament			
	social plasticity	emotionality	index of general emotionality	index of general disbalance
1<2	1<3	1<3	1<3	1<3
3<2	2<3	2<3	2<3	

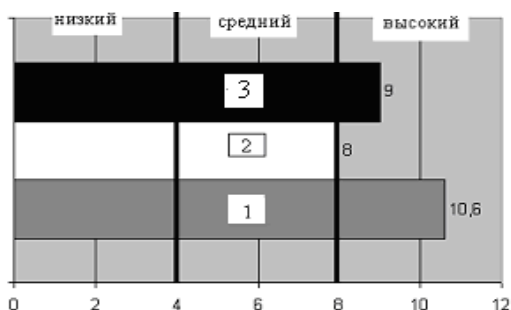
1 – gifted senior pupils with difficulty of perfectionism

2 – gifted senior pupils without difficulty of perfectionism

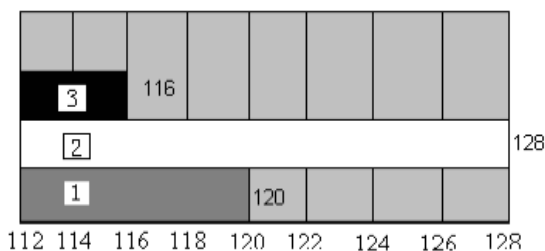
3 – senior pupils without any signs of endowment with difficulty of perfectionism



Picture 1. Statistically significant difference of social plasticity of 1- gifted senior pupils with difficulty of social adaptation, 2- gifted senior pupils without difficulty of social adaptation, 3- senior pupils without any signs of endowment with difficulty of social adaptation ($p \leq 0,05$)



Picture 2. Statistically significant difference of social tempo of 1- gifted senior pupils with difficulty of social adaptation, 2- gifted senior pupils without difficulty of social adaptation, 3- senior pupils without any signs of endowment with difficulty of social adaptation ($p \leq 0,05$)



Picture 3. Statistically significant difference of IQ level of 1- gifted senior pupils with difficulty of perfectionism, 2- gifted senior pupils without difficulty of perfectionism, 3- senior pupils without any signs of endowment with difficulty of perfectionism ($p \leq 0,05$)

As a result of carried out correlation analysis, specific for gifted pupils significant positive interconnection of perfectionism and rigidity of **nervous system was found** ($p \leq 0,01$). These senior pupils can't quickly reorganize their claims together with changing conditions. They can't quickly alter their behavior program. So, they fall apart and have strong negative emotions, facing a difficulty or new unexpected situation.

1. So, the combination of low social flexibility together with high objective and general emotionality, emotional disbalance, allied with intelligence, which level is not higher than 120 (IQ), can be regarded as a psycho physiological risk factor for the difficulty of perfectionism among gifted senior pupils.

2. Gifted children, experiencing **difficulty of volitional regulation**, differ from their peers in characteristics of temperament and cognitive peculiarities. Gifted pupils with this difficulty differ from their peers in lower objective speed, slowness of actions and index of social activity, as a complex indicator of social ergonicity, plasticity, tempo



and higher level of intelligence as well (Table 3, picture 4). Probably self-sufficiency has formed in interviewed gifted pupils because of high intelligence. Low speed of motor operations together with low social activity, poor orientation towards people become psycho physiological background of peak concentration and attention, keeping at the object of interest, for gifted senior pupils, having difficulty of volitional regulation.

3. Lower social tempo and poor index of general tempo differ pupils with low volitional regulation (both with noticeable and unnoticeable endowment) from gifted pupils, not having difficulties of volitional regulation (Table 3, picture 5, picture 6).

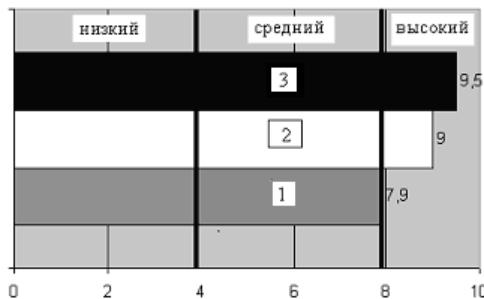
4. Among pupils with low rate of volitional regulation gifted pupils differ in higher objective emotionality and lower index of emotional disbalance (Table 3). These senior pupils are very sensitive to the divergence of anything planned and expected, failures. They lack self-confidence, feel anxiety, worry about the results of their actions. Synergy of high abilities and high motivation towards the activity within the bounds of such objective sphere, where pupils are gifted, creates conditions for keeping interest in this activity, attracting to it. So, it is complicated for pupils to change their activity and start working with other objects. Such situation is experienced inwardly as a difficulty of volitional regulation.

Table 3

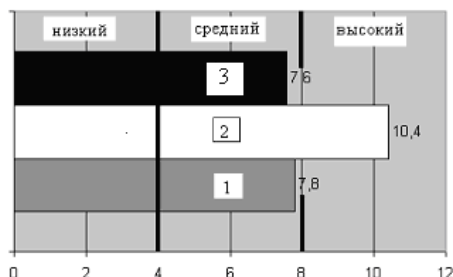
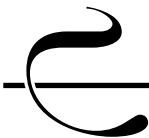
The results of comparative analysis of psycho physiological, psychological and socially- psychological characteristics of gifted senior pupils accompany difficulty of volitional regulation

characteristics of temperament						Cognitions
Tempo	Social tempo	Emotionality	index of general tempo	Index of emotionality disbalans	Index of social activity	IQ
1<2	1<2	1>3	1<2	1<3	1<2	1>2
1<3	3<2		3<2		1<3	1>3

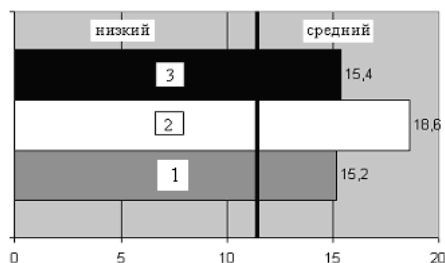
- 1 – gifted senior pupils with difficulty of volitional regulation
- 2 - gifted senior pupils without difficulty of volitional regulation
- 3 - senior pupils without any signs of endowment with difficulty of volitional regulation



Picture 4. Statistically significant difference of tempo level of 1- gifted senior pupils with difficulty of volitional regulation, 2- gifted senior pupils without difficulty of volitional regulation, 3- senior pupils without any signs of endowment with difficulty of volitional regulation ($p \leq 0,05$)



Picture 5. Statistically significant difference of tempo level of 1- gifted senior pupils with difficulty of volitional regulation, 2- gifted senior pupils without difficulty of volitional regulation, 3- senior pupils without any signs of endowment with difficulty of volitional regulation ($p \leq 0,05$)



Picture 6. Statistically significant difference of general tempo of 1- gifted senior pupils with difficulty of volitional regulation, 2- gifted senior pupils without difficulty of volitional regulation, 3- senior pupils without any signs of endowment with difficulty of volitional regulation ($p \leq 0,05$)

The results of correlation analysis allow us to state the existence of negative interconnection of difficulty of volitional regulation with nonverbal creativity ($p \leq 0,05$) among gifted children. We suppose that the development of nonverbal creativity among gifted people can assist in overcoming of difficulty in volitional regulation. Gifted pupils with the difficulty of professional self-determination differ from common pupils in better readiness for an action in the situation, where other pupils have poor acceptance (Table 4, picture 7, picture 9). They are marked with a desire to explore the objective world, thirst for activity, desire for toil intellectual work and manual labor, easiness of switching from one form of activity to another and desire for various kinds of activity. Being ready for different kinds of professional activity, they have difficulties in choosing future occupation, as they have problems of accepting other people. As far as all the modern professions suppose obligatory communication and interaction between people, the occupational choice of gifted senior pupils, having the analyzed difficulty, is coursed more by social factor. Index of pupils' general tempo together with the difficulty of professional self-determination is



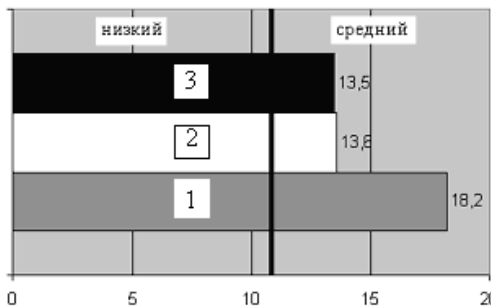
low and doesn't depend on marked endowment (Table 4, picture 8). They function slowly. Slowed speech and slow verbalization are characteristic features of them. They don't have high claims. Such tardiness, of course, complicates more the choice of professional activity.

Table 4

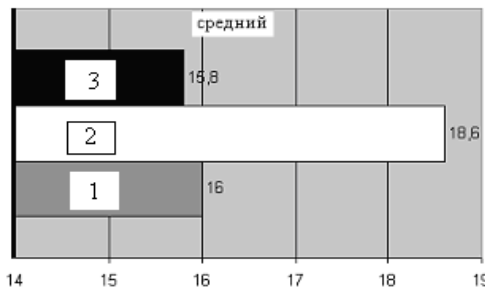
The results of comparative analysis of psycho physiological, psychological and socially- psychological characteristics of gifted senior pupils accompany difficulty of professional self-determination

characteristics of temperament		Social-psychological features
Index of general tempo	Index level of readiness for subject activity	Acceptance of others
1<2	1>2	1<2
3<2	1>3	1<3

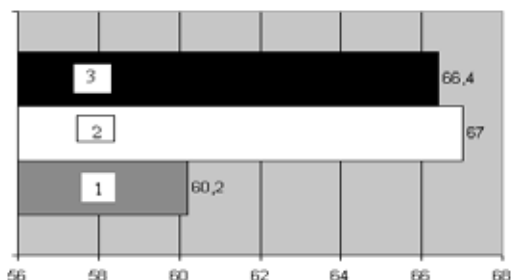
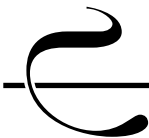
- 1 – gifted senior pupils with difficulty of professional self-determination
- 2 – gifted senior pupils without difficulty of professional self-determination
- 3 – senior pupils without any signs of endowment with difficulty of professional self-determination



Picture 7. Statistically significant difference of index level of readiness for subject activity of 1- gifted senior pupils with difficulty of volitional regulation, 2- gifted senior pupils without difficulty of volitional regulation, 3- senior pupils without any signs of endowment with difficulty of professional self-determination ($p \leq 0,05$)



Picture 8. Statistically significant difference of index of general tempo of 1- gifted senior pupils with difficulty of volitional regulation, 2- gifted senior pupils without difficulty of volitional regulation, 3- senior pupils without any signs of endowment with difficulty of professional self-determination ($p \leq 0,05$)



Picture 9. Statistically significant difference of index level of acceptance of others of 1 - gifted senior pupils with difficulty of volitional regulation, 2 - gifted senior pupils without difficulty of volitional regulation, 3 - senior pupils without any signs of endowment with difficulty of professional self-determination ($p \leq 0,05$)

By means of carried out correlation analysis, specific for gifted senior pupils negative interconnection between difficulty of professional self-determination and tempo ($p \leq 0,05$), and also index of adaptability were revealed. Disbalance was found among gifted pupils, having various psychological difficulties, between the blocks of programming and implementation of functional system, which is reflected in high plasticity and low tempo at the level of temperament characteristics. This can lead to ineffective results. Since gifted pupils possess high emotionality, they are extremely sensitive to this disbalance and experience it as a psychological difficulty. Another reason of experiencing difficulties is disbalance of opposite cognitive abilities, according to the degree of expression in a gifted child, and characteristics of temperament. This leads to the formation of high claims and impossibility to meet the goal because of low-grade temperament characteristics (plasticity or tempo). That's why psychological work with gifted senior pupils, focused on recognition of our psycho physiological peculiarities and formation of adequate self-rating can help to overcome psychological difficulties. The results of carried out empirical investigation of physiological, psychological and socially-psychological peculiarities of gifted pupils, having difficulties, allow us do the following.

1. Physiological, psychological and socially- psychological peculiarities have been found out, which are specific for both all tested gifted pupils in contrast to pupils without any signs of endowment, irrespective of experienced psychological difficulties, and all senior pupils, having certain psychological difficulties, regardless of endowment signs presence.

2. Gifted pupils unlike pupils without signs of endowment, regardless of experienced difficulties, have higher social general emotionality, index of emotionality, index of emotional disbalance and lower social flexibility. They are extremely sensitive to the feedback.

3. Regardless of endowment form, socially unadapted pupils differ from socially adapted in high social flexibility and social tempo. Senior pupils, experiencing perfectionism as a difficulty, differ from peers, not having such difficulties, in lower level



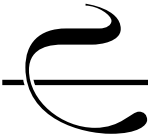
of intelligence. Pupils with difficulty of professional self –determination differ from senior pupils without this difficulty in lower index of general tempo.

4. Psycho physiological, psychological and socially- psychological peculiarities were found, which are specific for the gifted pupils, having certain psychological difficulties: lower objective type and index of social activity, as well as higher intelligence are specific for gifted senior pupils, having difficulty of volitional self-regulation. Gifted pupils, having difficulties of professional self-determination, differ from others in high readiness for activity in the situation, where low acceptance of other people takes place. The results of the work expand our knowledge about psycho physiological and psychological peculiarities of gifted senior pupils. The obtained results help to understand better and allow treat the problem of difficulties, which gifted pupils have at comprehensive school, in a new way. The obtained results can be used in research studies and practical work of psychologists, psycho physiologists and teachers that are interested in problems of education, upbringing and development of gifted children.

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PSYCHOLOGY OF PROFESSIONAL WORK

Empirical studying of the career aspirations of personality among students of technical higher educational institution

Kotova I.B., Shamanova A.H.

In the article there are analyzed the psychologists' works directed on studying of the career aspirations of personality. There are presented the results of empirical research of some tendencies describing the contents of the career aspirations of personality. The research was spent by means of the "Career aspirations of personality" questionnaire developed by the authors.

Key words: *career, career aspirations, career purpose, orientation, personality, student, development, achievements, profession, professional competence, professional self-consciousness, resource.*

The theoretical analysis of the works of native and foreign psychologists directed on studying of the career aspirations of personality has shown that studying of the career problem and the phenomenology connected with it makes rather new direction of psychological researches. At the same time, it has already created the base of certain turn outs enabling to form the idea of separate psychological aspects of career.

Examination of the career in psychology is indissolubly connected with such concepts as "motivation of achievement" and "success", by virtue of nearness of the contents often integrated in the "motivation of success achievement" concept.

The motivation of achievements and orientation on success are basic characteristics of the career promotion (growth) of a person. In basis of any career (labour, political, sports, administrative, etc.) there lays the motivation of achievement and desire of a person to become successful in any activity. Being guided by some complex of motives of achievement and avoiding of failures, in space of career growth the subject designates certain ideal image, certain model of vital success, acting as the key purpose. In full measure it concerns his professional career.

In spite of the fact that studying of the career in native psychology has brief history, there was formed a certain understanding of its psychological maintenance, the basic models and types of career were distinguished and characterized (A.Y. Belkova, A.P. Egorshin, B. Idzikovski, A.Y. Kibanov, D. Super, etc.), determinants and stages of the career achievements of person were presented (A. Bandura, V.A. Burlyaeva, E.F. Zeer, T.V. Kudryavtsev, A.K. Markova, L.M. Mitina, V.A. Polyakov, N.S. Pryazhnikov, V.L. Romanov, etc.).

In practice by designating the career success of the person, the "career aspirations" concept is used widely enough. However, to the present this phenomenon remained



behind the limits of interests of researchers of the career. The career aspirations are an element of the personality's orientation, describing its psychological readiness for career construction and realization. From the substantial side the career aspirations of personality include visualization of the career purpose, its causal field of its paramount importance, probabilities of its achievement, actions and resources necessary for it.

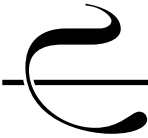
The attempt to establish the connection of the career aspirations with mental formations of personality has been carried out by a number of authors (A.A. Derkach, E.A. Klimov, T.V. Kornilova, A.K. Markova, L.M. Mitina, E.G. Moll, etc.). They have revealed that within the limits of the activity directed on the career achievement, the person shows the whole complex of the personal qualities supporting certain dynamics and qualitative originality of the career promotion. The career success is also influenced by a level of development of self-consciousness of its subject. There are data on connection of the career success with self-estimation of personality (B.S. Bratus, L.V. Vikulova, M.L. Gomelauri, N.G. Kalita, A.I. Lipkina, N.Y. Maksimova, E.I. Savonko, etc.), with value orientations (A.A. Chekunov), with emotional statuses (M.M. Skugarevskaya), with motivational sphere (O.S. Deyneka, A.G. Ivashkin, etc.).

Career aspirations are shown in the subject's more or less precise vision of the career purpose, his possession of some resources (external and internal) and his motivation of achievements in the certain time prospect. For the person, the career aspirations can be not always creative. Rather often the practice testifies that prevailing career tendency can depreciate many social values for the person and lead to destruction of that positive which is concluded in the phenomenon of success.

Features of the person's mental development which are characteristic for student's age can influence on development of the career aspirations during education training in higher educational establishment. To significant mental factors of such development they attribute changes of cognitive, emotional and willed spheres of the student' personality, formation of creative and organizing abilities, expansion of a circle of its representations about self and about profession, formation of adequate self-estimation, etc. (A.A. Bodalev, L.B. Zabenov, L.G. Lapteva, L.A. Radukevich, E.L. Skriptunova, etc.).

However changes of cognitive and emotional-willed sphere, finding of new abilities, development of self-consciousness and even formation of professional consciousness themselves do not guarantee the formation of the career aspirations among students, capable to act as a basis of the further career successes. Obviously, it is necessary, that all the changes, occurring to the personality during education in higher educational establishment, will form a certain structure of personal qualities which cause occurrence of specific new formation – the career aspirations of personality.

By means of the "Career aspirations of personality" questionnaire, developed by us, there has been collected the initial empirical material reflecting a number of tendencies, describing the contents of the career aspirations of personality. It has been revealed, that as an admissible variant of various types of the career construction stu-



dents consider both, within the limits of a received profession, and outside of it. As the most attractive variant they have estimated the construction of the career connected with employment of highly paid and stable place of work. In the examined sample of students high estimations there also have received the career purposes consisting in achievement of an administrative post within the limits of the professional activity.

There have been revealed following tendencies of connection of the career purpose and time limits of its achievements: the students connecting the further career with employment of a stable and highly paid workplace, allotted on it, in the majority, the minimal terms – 5-7 years; the students, planning to promote in the spheres which are not connected with a received profession, or administrative career within the limits of their career, most often allotted on it a time interval of 10-15 years, and the students planning to open their own “business”, in the majority, allotted on it 15-20 years.

In the students’ opinion, for career construction the resource connected with presence of certain personal qualities is highly significant. Such conclusion confirms the numerical analysis of the received distribution, on which this resource obtained high estimations (8-10 points) among 255 persons (94,4 % of whole sample), average estimations (4-7 points) – among 13 persons (4,8 % of sample), and low (1-3 points) – 2 persons (0,7 % of sample). Rather often students name the presence of experience in corresponding field of activity as the important resource of successful career construction. To this resource there have gave high estimations (8-10 points) 210 persons (77,8 % of whole sample), average estimations (4-7 points) – 59 persons (21,9 % of sample), low estimations (1-3 points) – 1 person (0,4 % of sample).

Related and social communications acted as a resource on which students count at the career construction (89 persons or 33,0 % of the sample). Students have explained, that they count that relatives and friends will help them to begin career, and further they will cope by themselves. On the second place on expressiveness in student’s sample there was a resource consisting in possession of professional competences (53 persons or 19,6 % of the sample). As it has appeared, many interrogated consider, that the professional competences received in higher educational establishment, from first days of work on a speciality will allow them to manifest as competent and skilful, that will provide their further career. On the third place on prevalence in the sample of students there appeared two resources – prestigious education and personal qualities (45 persons or 16,7 % of the sample in each case).

Lack of coincidence of abstractly distinguished and personally significant resources of the career construction have allowed to understand, that students: 1) are not assured of the personal qualities’ possession, that are capable to help them to make the successful career; 2) understand, that they have enough experience in the sphere in which they plan the career construction; 3) are aimed at use of resources of help of relatives and friends who cannot provide them steadily long career growth. As the most important qualities for the career construction the students of technical higher educational establishment name communication skill, aggression, orientation on success, ability to operate the emotions and self-reliance. The qualities distinguished by



the students which will help them to construct the career are: independence, aggression, responsibility, persistence and prognostic abilities. Ability to operate the emotions, communication skill, orientation on success and self-reliance have appeared among the qualities seldom named by the students as available directly among them.

Further on the basis of confront-comparative work we have constructed a typology of the career aspirations of students of technical higher educational establishment. In a basis of this typology the career purposes put forward by students have laid. Among students of technical higher educational establishment there were distinguished four types of career aspirations: "highly paid and stable work", "administrative post", "opening of own „business"" and "career outside of the profession".

The received results have confirmed that a share of students of technical high educational establishment, who possess the developed career aspirations, is small enough – 46 persons (17,0 % of the sample). An overwhelming part of students (224 persons or 83,0 % of the sample) – possess these or those infringements in development of the career aspirations.

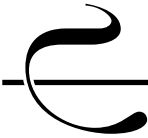
The forming experiment was spent on the sample of the students possessing a low level of development of the career aspirations. For its carrying out there was developed the "Development of the career aspirations of personality" program which includes two blocks: training and developing. As the basic purpose the training block of the "Development of the career aspirations of personality" program had the development of ideas about features of career construction. As the basic purpose the developing block of the "Development of the career aspirations of personality" program had development of the personal qualities influencing the success of the career construction.

For the check of efficiency of the developed program there were spent two gaugings of a state of the students' psychological to realization of career aspirations – ascertaining and control. In both cases they provided studying of a level of development of the students' idea of construction of professional career and the personal qualities influencing the career success. For revealing the importance of the designated distinctions there was applied the Fisher's φ^* criterion.

The received results testify that development of the career aspirations of personality among students of technical high educational establishment depends on a state of their psychological readiness for construction and realization of the professional career. By results of the empirical research among students there were distinguished five levels of development of the career aspirations of personality:

- 1) at a high level of development of the career aspirations of personality among students it is observed concurrence of subjectively attractive and selected career purposes; value-recognized and planned to realization career steps and resources; motives of a career choice forced and appropriated at a personal level;

- 2) a level of motivational undevelopedness of the career aspirations of personality is characterized by a divergence between the declared and real career purposes and motives;



3) a level of orientation undevelopeness of the career aspirations of personality is characterized by a divergence between distinguishing of the certain steps as key for the career construction and real orientation on realization of other steps at planning of this career;

4) the level of estimation undevelopeness of the career aspirations of personality is characterized by a divergence between distinguishing of the importance of certain resources for the career construction and real orientation on use of other resources at the career construction;

5) at a low level of development of the career aspirations of personality divergence between abstract and personally adhered estimations are traced on several components of career directness.

The levels of formation of the career aspirations of personality were distinguished on the basis of estimation of there psychological readiness for the career construction and realization formation status. Within the limits of the research it is revealed the psychological mechanism of development of the career aspirations of personality on the basis of expansion of its representations about of the career construction and realization and increase of a level of some personal qualities influencing the success of professional work.

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Psychological mechanisms of the «déjà vu» experience

Kornienko A.F.

The article is devoted to consideration of essence, conditions, and arising mechanisms of one of inscrutable psychological phenomena – the “déjà vu” experience. Various hypotheses that were proposed for explanation of the nature and specificity of the “déjà vu” phenomenon are analyzed, and their disadvantages are marked. The author’s conception of psychological mechanisms underlying the “déjà vu” experience is offered. The conception is based on new understanding of concepts “psyche”, “consciousness”, “awareness” and explains not only the arising of experience of the present as already was being in the past, but also a prediction of the nearest future of this present.

Key words: “déjà vu” experience, psychological mechanisms, psyche, consciousness, awareness.

The ‘déjà vu’ experience is very interesting and unusual psychical phenomenon that earlier researchers tended to classify as a disorder, illusion, or hallucination of memory. Translation the term “déjà vu” from French is “already seen”, but as A. Funkhouser [9] pointed out ‘just exactly what it is meant is pretty vague.’ According to A. Funkhouser there are three major types of “déjà vu”: déjà vécu - “already lived”, déjà senti - “already felt”, déjà visité - “already visited”.

The definition that has become the standard in research on “déjà vu” was proposed by V. Neppe and is the following: ‘any subjectively inappropriate impression of familiarity of a present experience with an undefined past’ [24, p. 3]. In other words, the “déjà vu” experience is subjective psychical phenomenon that is the impression that the present experience was already being in the past, but an appropriate period of the past can not be defined. Very often, the “déjà vu” experience is accompanied by confidence that neither the given situation, nor all events, which seem a familiar, were not actually and could not be before now. G. Reed [27] was remarking that attempts of explaining the effect of “déjà vu” by the assumption that the events being perceived were already in the past are accompanied by a question: “How could I recognize this situation as a familiar, when I know that I have never been here before?” For this reason at interpretation of the “déjà vu” experience the concepts “false recognition” or “inappropriate familiarity” is often used. In medicine, there are special medical terms “paramnesia” or “cryptomnesia” that mean disturbance or disorder of memory expressed in occurrence of false memoirs. In the “déjà vu” experience the “false recognition” is often supplemented by a feeling of prevision, of owning the knowledge what must



happen at the next moment.

Regular studying of the “*déjà vu*” experience has begun in psychiatry and was connected not only with disturbance or disorder of memory, but also with such diseases as epilepsy and schizophrenia [24]. Many publications devoted to various descriptions and possible interpretations of the “*déjà vu*” experience were printed in parapsychology magazines where “*déjà vu*” was considered as a parapsychological phenomenon [3]. In Psychology scientific studying of the “*déjà vu*” phenomena was and now remains extremely inconvenient as all of them have no outwardly observable behavioral signs. Researchers are compelled to rely on the own experience of this phenomenon or on the introspective description of an others experience. However, extreme subjectivity of an introspective method of research, the absence of objective behavioral signs of the “*déjà vu*” effect and the presence of the problems in psychology with definition of concept “*psyche*” were the reasons why Psychology was appeared helpless in scientific interpretation of mechanisms of the given effect. As David Glenn figuratively noted, “*Psychology has placed “déjà vu” in general in a box with a marking “Interesting, but insoluble”.*” [11].

On pages of the psychological edition an attempt of the all-round analysis various hypotheses, including the psychological ones, concerning mechanisms of the “*déjà vu*” experience, has been undertaken by Alan Brown [3]. Interesting and extensive review of psychological theories and approaches to the solving of the “*déjà vu*” problem is presented in James Alcock’s work [1]. Among native works devoted to the survey of the “*déjà vu*” experience that may be marked are works of N. Ivanova & A. Nesterova [13] and A.A. Kurgan [20].

Many researchers are inclined to consider that the events and circumstances which are being recognized in the “*déjà vu*” effect as were being in the past, really were being in the past (or in the real past [28], or in a dreams [6, 7, 8]) but then, in the past, they have not been presented in consciousness. However, as they suppose, at some moment of perception of actual situation the special state of brain connected with disorder of its normal work appears, and information on a similar situation that was in the past, is being taken out from memory and becomes accessible to awareness. If earlier there was no awareness of the similar situation, then it seems that this situation not existed at all. Now when it is realized, the simultaneous awareness of situations of the past and present appears and according to their opinion, this becomes the reason of occurrence of the “*déjà vu*” experience.

Among researchers who connect occurrence of the “*déjà vu*” experience with restoration process of information of the past events out of the memory, it would be desirable to pick out Takashi Kusumi [22]. Considering the “*déjà vu*” effect not as an exclusive abnormal phenomenon, T. Kusumi asserts that “*déjà vu*” arises during special metacognitive process similar to reminding process in which events and situations worried in the present, automatically cause occurrence of an images of similar events and situations which were in the past. Herewith the author suggests to distinguish two kinds of memory - explicit and implicit memory which, judging by a context in



which they are used, correspond at more degree to the processes of memory connected and unconnected with the processes of awareness of the memorized images. In structure of the "déjà vu" phenomenon T. Kusumi allocates three metacognitive component:

1. Preliminary feelings of strong familiarity for a present experiences, involving a process of implicit memory.
2. Similarity and dissimilarity judgments between the present and a retrieved past experience made after a search of explicit memory.
3. Reality monitoring for the retrieved experience, which is a decision on whether or not the present experience is identical with a retrieved experience.

According to T. Kusumi, the "déjà vu" effect arises, when the positive decision on identity of compared experiences is made. T. Kusumi has presented set of metacognitive components causing occurrence of the "déjà vu" effect in the form of the scheme reproduced by us on the fig. 1.

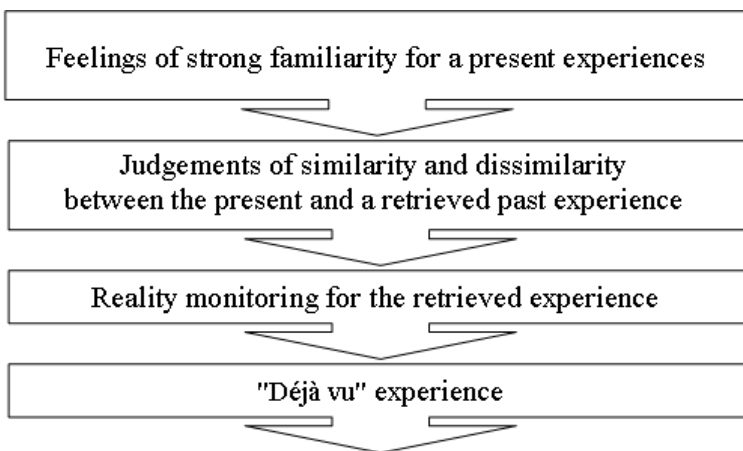
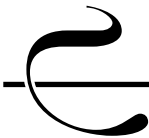


Fig. 1. Metacognitive components underlying in the basis of the «déjà vu» experience (according to T. Kusumi [22])

For the best understanding of basic statements of the T. Kusumi's conception it makes sense to present them in the other form - in the form of graphical functional scheme (fig. 2 see) that consists of not metacognitive, but normal cognitive psychical processes of perception and memory.

To take into account T. Kusumi's idea about two kinds of memory (explicit and implicit) we have introduced into the scheme additional psychical function - awareness thanks to which images appear in consciousness (are become realized). Introducing of this function allows to specify a purport of two kinds of memory entered by T. Kusumi and to differentiate functions of perception and awareness considering them as two different psychical processes.



Starting point in T. Kusumi's reasoning is the beginning of process of person perception of real situation C_i at the moment of time $t = t_i$, and formation in person's psyche the corresponding perceptual image which we have designated as C'_i . In case of awareness, this image designated as \hat{C}'_i , is memorized thanks to explicit kind of memory. If for any reasons (for example, owing to distraction of attention or absence of value) there is no awareness of the image C'_i , then this image can be memorized thanks to the processes of implicit memory.

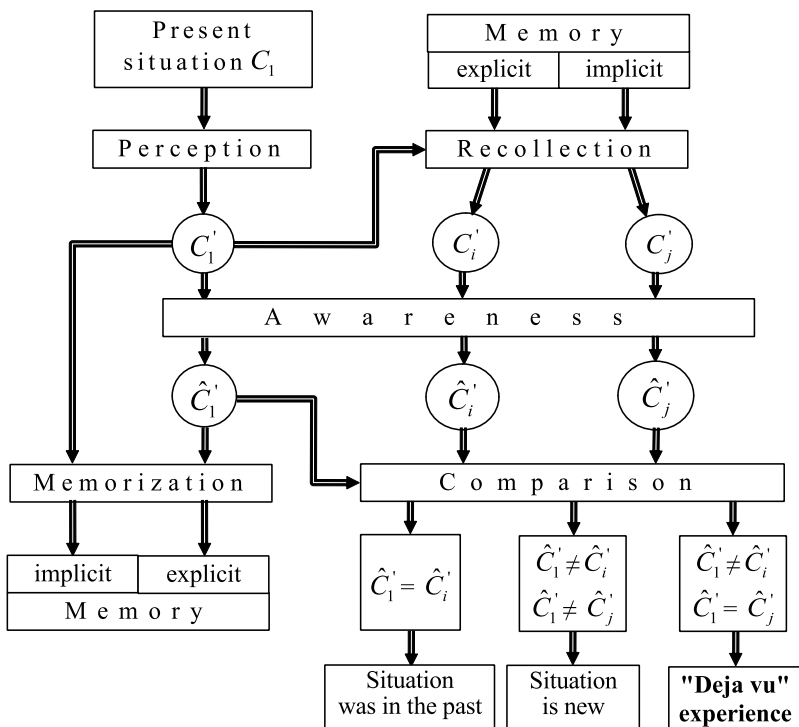


Fig. 2. Functional scheme of occurrence of the “déjà vu” experience in situation C_i according to the T. Kusumi's conception. (The sign «'» at the upper register of the letter «C» designates an image of situation, the sign «^» above the image C' designates the fact of awareness of this image)

As is shown in Fig. 2, simultaneously with the memorizing process, the processes of recollection of a situation that was and was realized in the past, or a situation that was in the past but was not then realized are starting also. The processes of recollection and appearance of the images \hat{C}'_i and \hat{C}'_j occur thanks to mechanisms of accordingly the explicit and implicit memory. Being realized, these images are compared with the realized image C'_i of the current situation C_i . If one of the images \hat{C}'_j is similar



to \hat{C}_i , then it is appeared a recognition of situation C_i , as really was in the past, if there is no one - then situation C_i is being perceived as new which was not in the past. If there is one of images \hat{C}_i , of the implicit memory is similar to \hat{C}_i , then there is an effect of similarity of perceived situation C_i at confidence that such situation was not in the past (as earlier it was not realized). The appearance of this effect T. Kusumi considers as the "déjà vu" experience.

Despite the natural-scientific bases and harmony in composition, T. Kusumi's conception has two essential lacks, which do not allow accepting it.

Firstly, and this is the most important, his conception not conforms the basic condition of the "déjà vu" effect according to which the effect can be named "déjà vu" only at real not seeming absence in the past of those events and situations that are observed in the present. Otherwise this will be not "a false recognition", but a normal true recognition of situation that once actually was (in reality or even in dreams), and has been fixed in memory, but for some reasons was not reproduced and was not realized earlier.

Secondly, the requirement to identify images of the present and those that are accepted as images of the past correctly reflected in the hypothesis cannot be practically satisfied, if the last images are really images of the past. The probability of occurrence in the present of situation identical to that situation, which was once in the past, is practically equal to zero. Similar in something - yes, identical - not! But without identity of the images the "déjà vu" effect does not arise. Necessity in identity of the images of the present and attributed to the past under condition of real absence of the present situation in the past provides inscrutability of the given effect and complexity of its interpretation.

Situation of the present can be perceived as identical to situation of the past in two cases:

- 1) if image of situation attributed to the past is a copy of image of the present situation;
- 2) when perception of situation of the present is deformed under the influence of the past experience (by the mechanism of apperception) and the image of perception becomes a copy of the image that was in the past.

Considering the second of the specified cases, it is necessary to notice, that in all cases of apperception the person has a distortion of perception not of all situations and all set of objects of situation, but only of one or several objects. The situation as a whole is worried as the new present. Usually in effects of apperception, there is a false recognition of only some one very significant and previously expected object. In the cases of total apperception when the perception of whole situation is deformed, it will be actually not apperception, but hallucination. Moreover, at any forms of hallucination, the image of hallucination is accepted to the present, and there are no other images of hallucination accepted to the past. This is a specific disturbance of psyche and a specific effect, which is differed from the "déjà vu" effect [10].

As to the first case that is more reasonable to an explanation of the "déjà vu" effect, here there is a problem - how the copy of any image can arise earlier than its original?



One of variants of the solving of this problem, or more exactly of the problem of consecutive occurrence of two identical images, is offered in physiological hypotheses.

Usually they are being formulated on the basis of idea about synchronism disturbance in work of separate sites of a brain at transferring the sensory information to its central parts. Disturbances are supposed in speed of transmitting neural impulses through the visual conductive ways that go from different eyes, or in work of the left and right hemispheres of a brain [24]. As a result of these disturbances two streams of the sensory information on the same situation arrive to the central parts of a brain and are being realized there with some time interval. It is recognized that the second stream of the sensory information is realized as the present, and the first - as the past identical to the present and this leads to the subjective "d  j   vu" experience.

It is necessary to recognize, that the explanation of the "d  j   vu" effect based on the idea about synchronism disturbance in work of separate sites of a brain seems rather attractive and logically justified. However, the presence of synchronism disturbance is not enough for occurrence of the "d  j   vu" effect.

Analysis of various descriptions and factors causing occurrence of the "d  j   vu" effect allows to specify not less than five conditions which should be carried out for its occurrence and realization in full content:

1. It should take place occurrence and subsequent awareness of two images in psyche:
 - an image corresponding to the «present»;
 - an image accepted for an image of the «past».
2. Occurrence of an image of the past and its awareness should precede occurrence and awareness of an image of the present.
3. The content of an image of the past should be identical to the content of an image of the present.
4. What occurs in the present and what is reflected in the image of the present should not be in last experience of the person (this is the most essential condition of the "d  j   vu" experience).
5. Recognition of the present as was being in the past should be accompanied not only certitude that this present actually was not and could not be in the past, but also a prediction of the nearest future of this present.

The last of conditions means that simultaneously with the image of the present not only an identical image of the past, but also an image accepted to the nearest future of perceived situation should be allocated in psyche.

According to the listed conditions, for the arising of the real "d  j   vu" effect there must be in psyche not two, but three images, which are accepted, accordingly, to images of the present and of the past and nearest future of this present. Today we cannot point out any of hypotheses described in psychological or other scientific literature, devoted to mechanisms of the "d  j   vu" effect, which would satisfy to all specified conditions and requirements.



The original attempt to explain how in the “d  ja vu” effect there can be three images and how a future prediction arises, has been undertaken in A.A. Kurgan’s work [21]. The presumption was that in the “d  ja vu” effect along with image of the present in psyche of the person are being formed not only an image of the past, but also an image of the future of this past. At identification of image of the present with image of the past the image of the future past is being transformed to an image of the future current present and its awareness leads to occurrence of processes of the prediction accompanying the “d  ja vu” effect.

However, supposing, that the person can have knowledge of the past and the future of this past so far as both the past, and its future already were in his last individual experience, the author actually disturbs one of the basic conditions necessary for a recognition of the fact of existence of the “d  ja vu” effect. Trying to find out the mechanism of transformation of the image of the future past to the image of the future present, A.A. Kurgan falls back on existential reasoning in which he uses the concept “retention” entered by E. Gusserlem [12]. In consequence of existential reasoning, A.A. Kurgan comes to conclusion that in the “d  ja vu” effect there is the decentralization of a person, disappearance of “I”, and occurrence of processes of awareness without a carrier of consciousness. He writes, ‘in experience of lasting “d  ja vu” there could not be I, as subject of awareness, ... there was no subject of experiences who could fix the future, the past and the present’ [21, p. 88].

However how there can be a process of awareness without “I” (without a carrier of consciousness) who, and only who can produce awareness, remains the big riddle. In our opinion, similar statements are a consequence of deep errancy and inconsistent judgments existing in Psychology with respect to concepts “psyche” and “consciousness”; and connected with them the concept “awareness”.

Rectification of concepts “psyche”, “consciousness”, and “awareness”

Insufficiency of definitions of concepts “psyche”, “consciousness”, and “awareness”, that are central for Psychology, their discrepancy and inconsistency among themselves were repeatedly marked in the psychological literature, in particular in works of such scientists as K.K. Platonov [26], A.N. Leontev [23], A.V. Petrovsky & M.G. Yaroshevsky [25], N.I. Chuprikova [4, 5]). Problems in defining of concept “psyche” were shown in our work [19]. In V.P. Zinchenko’s foreword to the Russian edition of the G.Hunt’s book “On the nature of consciousness” it is noticed that ‘unfortunately, the Philosophy and a Science cannot brag that for thousand years of existence and development they have come to some unequivocal definition of consciousness. At all evidence the live consciousness persistently resists to any conceptualizations.’ [29, p. 11].

However, in 2000 we have advanced the opinion that “psyche” or psychical form of reflection of external influence is being characterized by arising of changes in sensory processes of an organism, which forestall real changes in influence parameters [14]. In subsequent publications [15, 16, 19] there were represented additional substantiations of possibility to consider psyche as the property of a brain that provides the obtaining by an organism of the knowledge of the nearest future of objective realiHow



we have shown [19], the mechanism of obtaining of corresponding knowledge and, accordingly, the mechanism of realization of property of a brain that is named psyche, are being described by a following relation:

$$C'_{n, future} = C'_{present} + (C'_{present} - C'_{l, past}) \quad (1)$$

where $C'_{present}$, $C'_{n, future}$, $C'_{l, past}$ – the knowledge of the situation C in the present, nearest future and latest past.

The process of obtaining knowledge $C'_{present}$ about situation of the present $C_{present}$ comes to life on the basis of the sensitivity mechanism and represents a process of physiological reflection of objective reality that is provided by nervous processes proceeding in sensory system of an organism.

Unlike these nervous physiological processes which can be designated by the concept «reception», psychical process is a process of obtaining knowledge $C'_{n, future}$ about situation $C_{n, future}$ which is the nearest future of situation $C_{present}$. For the further consideration of psychological mechanism of the “dèjà vu” effect, let us designate this psychical process by the concept “perception”. Thus, we partition processes of physiological and psychical reflection (processes of perception and perception), considering, that the first provide reflection of the present, and the second – of the nearest future of this present. However, in spite of functional partition both forms of reflection are being carried out simultaneously and provide practically simultaneous formation of two streams of nervous impulses in human nervous system, one of which is a carrier of knowledge $C'_{present}$, and the other – of knowledge $C'_{n, future}$.

As for definitions of concepts “consciousness” and “awareness” and their basics, we have offered them in works [17, 18].

Consciousness is being defined by us as a cognitive psychical process that provides the obtaining by a person of the knowledge about himself as a carrier of psyche. As a result of consciousness, in the psyche of a person the image that is usually designated as image “I” is being formed.

Awareness we define as the result of process of connecting between image “I” and any of the other images that arise in psyche. Considering that connecting between any images in psyche is being provided by the process of thinking, and the result of thinking is the understanding, it is possible to tell, that awareness is the result of thinking with participation of consciousness (more precisely with the participation of the image “I” that is the result of consciousness). In the other words, awareness is the understanding in which one of connected images is the image “I”.

Set of images connected with image “I”, together with the image “I” represent nothing else than the area of psyche which usually is described by the concept “conscious sphere”. Another part of psyche and, accordingly, another set of images untied with the image “I”, is the sphere of unconscious.

In the graphical form, the essence of concepts «consciousness» and «awareness», «thinking» and «understanding» is reflected in the scheme presented on fig. 3.

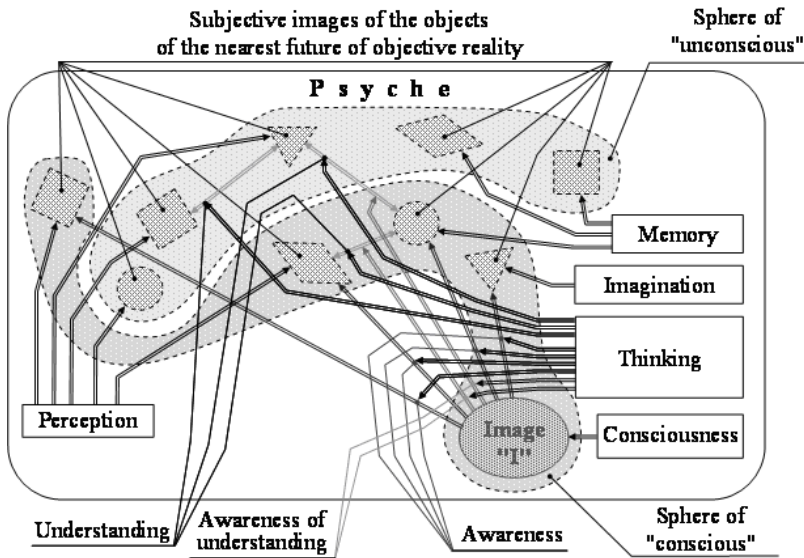


Fig. 3. Essence and interrelation of psychological concepts «consciousness», «awareness», «thinking», «understanding»

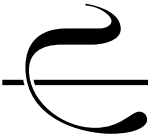
Interpretation of the «*déjà vu*» effect based on new understanding of concepts «psyche», «consciousness», and «awareness»

Let us admit, that at the moment of time $t = t_1$, there is some situation C_1 . Being existed at the moment t_1 , this situation represents a present situation. After a while Δt , that is at the moment of time $t_2 = t_1 + \Delta t$ as a result of changing of the situation C_1 , there is a new situation - situation C_2 which becomes a new situation of the present. In relation to situation C_2 situation C_1 can be considered as a past situation. In turn, situation C_2 in relation to situation C_1 can be considered as a future situation.

If to accept situation C_2 as the present situation, then in order to have the possibility to speak about occurring of the «*déjà vu*» in this situation it is necessary the fulfillment of the following conditions:

- 1) the image of the past situation, that is C_1' , should correspond (be identical) to the image of situation of the present, that is C_2' ;
- 2) the situation of the past, that is situation C_1 , identical to situation C_2 , actually should not be.

To explain how this is possible and, essentially, to make the first step in explanation of the mechanism of «false recognition» that is the main sign of the «*déjà vu*» effect, we must find the answer to the question whether can arise in psyche of the person who is being in situation C_1 , (in situation of the past in relation to situation C_2) an image of situation C_2 that is not existing at the moment of the time $t = t_1$.



According to our understanding of concept "psyche", exactly this occurs at the presence of psyche. By definition, psyche is the property of a brain which provides the obtaining of the knowledge about the nearest future of the objective reality. The psychological form of reflection of the reality is an advanced or outrunning reflection. Thanks to presence of psychological processes in a brain at the moment of the time $t = t_1$, simultaneously with physiological reflection of a situation of the present, that is situation C_1 , there is also a reflection of the nearest future of this situation, scilicet the creation of the image of situation C_2 . To distinguish the images which are the result of psychological reflection, we will be marking their with double stroke. If the result of physiological reflection of situation C_1 is marked as C_1' , an image of the nearest future of this situation that is received as a result of psychological reflection, must be marked as C_2'' . Through time Δt situation C_1 together with images C_1' and C_2'' will leave in the past, and as the new situation of the present there will be the real situation C_2 . Accordingly, there will be also a physiological reflection of this situation in the form of the image C_2' . If in the first case the image C_2'' is the image of predicted situation C_2 in the second case C_2' is also an image but of really arisen situation C_2 . It is obvious, that the image C_2'' in relation to the image C_2' acts as the past because really has been created earlier. How much it will be identical to the image C_2' , will depend on the correct work of brain structures and, accordingly, on the adequacy of psychological processes.

At the moment of a finding of a person in situation C_1 when there are not exist neither situation C_2 , nor its physiological reflection C_2' the image C_2'' created at the expense of the mechanism of psyche is being realized by the person as an image of the present. Certainly, images extracted from the memory may be realized as images of the past. But as situation C_2 is not exist and never was, it naturally could not be at the past. Therefore among images C_1'' extracted from memory an image identical to the image C_2'' cannot be. At the next moment, when situation C_2 will come, the image C_3'' will be already the image of the present. And again among images extracted from memory there can not be the images identical C_3'' . So at a normal current of psychological processes the "d  j   vu" experience can not arise.

What infringement and infringement of which psychological process should be expressed, that there was possible an occurrence of the "d  j   vu" experience?

Let us consider time moment $t = t_2$, when there has come situation C_2 , and let us make some simplification concerning memory processes. As we will consider cases of unconditional absence in the past of the events occurring in the present, we will not allocate two kinds of memory as it offers T. Kusumi, and will speak about memory in total as processes of memorization and recollection some images.

At the finding of a person in situation C_2 in his nervous system in the result of the processes of reception that are the level of physiological reflection there is image C_2' that arises at this moment. Further on the basis of mechanism of psyche as the result of processes of perception functioning in accordance to relation (1) the image of the nearest future of an existing situation is being constructed. And this image is the image C_3'' .



After awareness, this image is being conserved in memory. Further at the subsequent cycles of perception it can be taken from memory, but already as an image of the past (see fig. 4).

In the same way processes of reception and perception in nervous system of the person were proceeding when he was in situation C_1 . But then as a result of perception the image of the nearest future of situation C_1 , that is an image C_2 , was being constructed and was been kept in memory after awareness. It means that when a person just appears in a really arisen situation C_2 , in his memory there is already the image C_2 . Being taken out from memory it represents an image of the past.

At the same time as it has been told above, the image C_3 is being constructed as a result of perception, and its content is being accepted as the content of the present situation. In so far as contents of images C_3 and C_2 are not equivalent ($C_3 \neq C_2$), situation accepted as the present is being recognized as new and no the "d  ja vu" experience arises.

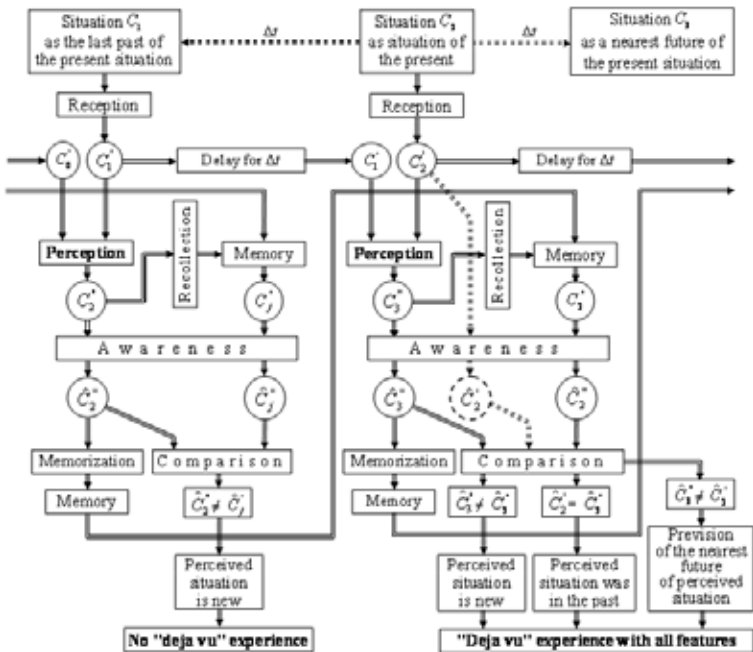
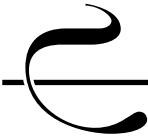


Fig. 4. Awareness of the result of physiological reflection of the present situation (awareness of the image C_2) as a reason of the arising of the "d  ja vu" experience

And now let us presume, that for some reason (it is possible owing to fatigue) in normal work of psyche there is a failure, and there is possible to recognize not only results of perception as psychical form of reflection, viz images C_2 and C_3 , but also results of recep-



tion videlicet the image C_2' that is physiological form of reflection. The case of awareness of the image C_2'' is shown on the right part of the scheme presented on fig. 4. In this case there are three images that are recognized: \hat{C}_2'' , \hat{C}_2'' и \hat{C}_3'' . In so far as the image C_2'' is taken out from memory the image \hat{C}_2'' is undoubtedly being determined as an image of the past. The image \hat{C}_3'' in relation to the image \hat{C}_2'' is accepted as an image of the present, and by force of inequality $\hat{C}_3'' \neq \hat{C}_2''$, the perceived situation is being recognized as new.

On the other hand, the image \hat{C}_2'' also is being accepted as an image of the present because it is the direct reflection of the present. As far as a context of the image \hat{C}_2'' is practically identical to a context of the earlier created image \hat{C}_2'' (identity of contexts of this images is the basis of adequacy of psychical reflection), the present situation that is reflecting in the image \hat{C}_2'' is being recognized as identical to that which was in the past.

It turns out, that at infringement of usual processes of awareness (when results of the reception start to be recognized), the person starts to recognize a present situation as already was being in the past (by force of equality $\hat{C}_2' = \hat{C}_2''$) at full confidence that in the past there was not the given situation (by force of inequality $\hat{C}_3'' \neq \hat{C}_2''$). This is a variant of the «djà vu» experience described as a rule in popular psychological literature.

However, this is not all. As a result of comparing of images \hat{C}_2' and \hat{C}_3'' , each of which in comparison with image \hat{C}_2'' pretends to be recognized as an image of the present, the priority is being given to the image \hat{C}_2' as a primary image. Accordingly, the image \hat{C}_3'' starts to be recognized as an image of the future and this stipulates appearance in consciousness of the person of the feeling of prediction of the future of the present situation.

Thus we have a full set of features of the «djà vu» experience and may to declare that the «djà vu» experience as the psychical phenomenon arises as the result of disorder not of memory processes, but of processes of awareness when for any reason, awareness of the result of physiological reflection of objective reality acting on the person comes into being. Obviously, images C_2' и C_2'' are represented by different ensembles of nervous cells and nervous impulses accordingly in peripheral and central areas of a brain. Perhaps, the reason of disorder of awareness is the arising of undesirable nervous links between this areas.

One may suggest that arising of links between two ensembles of nervous cells with equivalent informational context may lead to phenomenon of their resonant reciprocal excitation when excitation of one ensemble causes the excitation of another. In this case, the receptor system turns out to be incapable to react to changes of influences of objective reality, and this leads to discontinuance of psychical processes that are processes of reflection of the nearest future of the reality. As a result, processes of awareness of a current situation are being disturbed, and this disturbance is appeared in the form of losing of consciousness.

Owing to processes of mutual excitation on an exit of large set of nervous cells there can arise autonomous, incessant streams of nervous impulses, which are independent of external situation. Arriving in motor system, they can cause protracted reductions of muscles that are spasms. Taking into consideration that in medicine the infringement of consciousness and arising of spasms are symptoms of an epilepsy [2],



it is become clear why the "déjà vu" effect is being connected with an epilepsy and why scientific studying of the given effect has begun in medicine.

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The analysis of the emotional reaction minor aggrieved on situation prolonged sexual violence in family

Vaske E.V.

In clause are considered questions, connected with completion sexual violences in family in respect of minor. It is conducted analysis to transformations of the emotional reaction minor aggrieved at situations durable sexual violence in family under different level of the understanding by victim occurring event.

Key words: *sexual violence, absence cares, minor, juvenile, aggrieved, sexual violence in family.*

Sexual violence (coitus per or, coitus per rectum, coitus per vaginale), committed in respect of juvenile child on the part of close relative carries to itself the most powerful endamaging psyche potential: child turns out to be not simply undefended in single for him «reliable» place - a family, but is subjected to sexual tortures on the part of people, with which he have to is found daily, but sometimes and momentarily, not having help and supports from outside. In most cases sexual violence in family in respect of juvenile child on the part of as blood, either as not native relative distinguishes multiplicity, herewith forcible actions can last on length several months and even years. At our expert practical person was «unique» under its tragedy precedent, when sexual violence (coitus per vaginale, coitus per or) in respect of stepdaughters systematically, before several times at week was realized for ten years, as from eight years old of the age girl along achievement of the coming of age girl has declared about occurring in organs of the militias.

In events massive, durable on period of the sexual trauma, when mechanisms of its (her) action gain for child temper «life situation», possible arising beside aggrieved psychic frustration with determined by track record, packing in frames some psychic and behavioural development to individuals [3, p. 536]. The ambiguity of the influence sexual kurtosis on psyche aggrieved «is defined by age of children, with which they begin to be subjected to the violence, stage psychical sexual and level of the psychic development, their biological and individually-psychological particularity» [2, p. 23].

The subject of our study was a study to abilities juvenile and minor aggrieved from crimeses against sexual of the inviolability and sexual of the liberty to personalities to conciously-volitional checking of its behaviour, as well as their emotional and behavioural reaction in before criminal, criminal, after criminal and investigstion situation (at period of the contact with juridical workman in the course of undertaking separate



investigation action, in particular investigation questioning). *The object* of the study were 232 minor and juvenile aggrieved from crimes against sexual of the inviolability and sexual of the liberty to personalities from g.N. Novgorod or Nizhegorodsky region at age from 4 before 17 years (of them 41 aggrieved male flaps - 17,6 %).

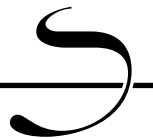
The empirical material given studies have formed 198 uniform judicial-psychological expert operations, called on by author at period since 1999 on 2008 within the framework of investigation over criminal affairs, agitated in respect of aggrieved from crimes, provided by st.st. 131, 132 UK RF. On conclusion expert -psychiatrist within the framework of undertaking judicial-psychiatric expert operations as of criminal deals, psychic sound were recognized 183 aggrieved (78,8%), suffering some psychic frustration - 46 persons (21,2 %), herewith, presence psychic frustration before completion of the crime was diagnosed beside 27 aggrieved (11,6%), but temporary psychic frustration, developed right in answer to sexual crime and having with him direct causal communication was exposed 19 aggrieved (8,2%) - an after stressful frustration, depression, long neurotic condition and etc.

Coming from age period, in accordance with theory D.B. Elikonin (1971), under investigation were distributed as follows: preschool period (4-7 years) – 27 aggrieved (11,6 %); younger school (8-11 years) – 104 (44,8 %), average school age (11-15 years) – 52 (22,4 %); younger juvenile (15-17) – 49 (21,2 %). The general feature to personalities minor and juvenile aggrieved was founded on social-demographic data, diagnostics their individually-psychological particularities and analysis of the behaviour aggrieved in before criminal, criminal, after criminal and investigation situation.

The psychological study to personalities under investigation comprised of itself undertaking of all methods, used by expert-psychologist within the framework of undertaking judicial-psychological examination: analysis criminal deal material, method of the generalization of the independent features, biographic method, method of the observation and conversations, practical psychological method (the set of the methods for determination level developments to cognitive activity, method Lichko, test Rozencveyga, method portrait choice, test of the color relations, drawn test, test Keltella, color test Lyushera, test Ayzenka, test Vekslera).

Minor and juvenile aggrieved, beside which on the strength of that or other reasons was lost ability towards consciously-volitional checking of its behaviour in criminal situation, we have conditionally marked as "true" (214 under investigation – 92,3% from the total number): 1) can to realize the nature or (and) importance, made with them action, but could not render the resistances guilty; 2) not could realize the nature or (and) importance, committed with them action and could not render the resistances guilty. From number "true" aggrieved was chosen "deprivative" (43 aggrieved), including in itself victims sexual violence in family communication (of them 36 girls), majority from which formed the juvenile children since age from four before ten years (63% – 27 under investigation).

Juvenile and minor aggrieved, united in "deprivative" in criminal situation revealed the miscellaneous a level understanding occurring event, but in all without



exception events could not render the resistances guilty. Before criminal situation under the first episode of the violence, as a rule, bed marked by characterized by presence beside confidence feeling child and inclinations towards potential criminal as to member of the families, but criminal, being on essences its unexpected, originally caused the emotions perplexities beside victims sexual violence of family (with the exclusion of, when actions of the criminal were disguised under game).

The called on investigation has shown that in the case of prolonged sexual violence of family communication, on measure "accumulations" episode of the sexual violence mechanism his sufferingses reasonably brings on type "snow coma" towards deforming the personalities child, transformations emotional, but then, and behavioural reaction. The emotional reaction aggrieved is changed in the course of time in stages: under influence of the threats of the rapist originally appearing beside juvenile child of the emotions of the awe before mother during determined gap of period (two-three months) vary in feeling of the blame before her (in the first place, as before woman, since which lives the rapist), herewith, attitude towards criminal on the part of child begins to carry the temper brightly negative under primacy emotion of the awe before him.

Quite often child, continuing carefully hide occurring, however, tries to find defense beside adult, including stranger of the people (the teachers, familiar), intimating on bad attitude to him on the part of rapist, bring forth very nursery "versions" (forces to make the lessons, does not let to walk and etc.), however, like attempts of the victim of the violence to find the help, as a rule, turn out to be futile. In that events, when violence lasts for several years and victim enters in average school age period, feeling of the blame to full-grown are transformed in emotions of hate to her as towards person, not wanting render aid or at least see chanced. In the course of time, in process developments (as from period average average school age) on background long end-damaging phyche situations, connected with systematically committed in respect of, now already teenager, forcible sexual action, firm individually-psychological particularity aggrieved become following: high level alerts and emotional tension, sharply understated estimation itself, steadfast complex to inferiority, lowered threshold to frustrations, shyness, timidity and indecision. In senior school age, certainly, early juvenile age aggrieved, being already capable towards understanding to inner face occurring, analysis itself its behaviour in before criminal, criminal and after criminal situation on type "mental cud", not seen output from established to situations and not having to its behavioural repertoire identical koping-strategy.

Since prolonged sexual violence in family carries the temper "life situation" (before-, post- and criminal situations are constantly interleaved), beside teenager is greatly changed "I am-conception" and within the framework of ed hereto time steadfast complex to inferiority appears the feeling turn down itself as personalities, up to origin firm emotion to hate to itself, sometimes associate and with aggression on itself trend. Endamaging phyche influence to criminal situation on personality of the teenager occurs on type "vicious circle": full absence of the possibility of the free choice action, conditioned in larval particularity of the teenager on background invariably high



level of the emotional tension (in structure of the stress) in long endamaging psyche situations (constant expectation the next episode of the sexual violence) inevitably brings about sufferings prolonged situations of the sexual violence on mechanism "patiences" [4], greatly relieving completion by criminal next episode.

Since, towards period senior average school age, but more so, early juvenile age, aggrieved completely understands and social importance, committed in respect of it action (the awareness sexual violence in family as social-unacceptable form of the relations), clearly realizing its place in created criminal situation, changes and its behavioural repertoire – a teenager sinks in itself, "liquidates" girlfriends (the friends), remaining with its "terrible mystery" in private, practically, refusing from interpersonal contact. Herewith, in family contact appear unrepresentative for alarm, timid, hung and uncertain of itself personalities of the teenager accusing others forms of the reaction under high level verbal to aggressions, directed, on mother mainly.

The emotions of the awe to full-grown

The feeling of the blame to full-grown

The emotions of the awe to rapist

The emotions to hate to rapist

The emotions to hate to full-grown

The emotions to hate to itself

The feeling of the blame to itself

	1 (6-8 years)	2 (9-12 years)	3 (13-14 years)	4 (15-17 years)
The level of the understanding occurring event				
The outer face	+	+	+	+
The inner face	-	+	+	+
The social temper	-	-	-	+

Sch. The transformation of the emotional reaction aggrieved in situations long in family sexual violence under different level of the understanding by victim occurring event.

The afore-cited scheme transformation emotional reaction aggrieved in situations prolonged forcible sexual violence in family communication occurs in process developments in the course of developments of the sexual consciousness and consciousnesses to personalities aggrieved in stages only at condition of initial completion of the violence in respect of juvenile child (4-10 years). Understandable that in like



events possible to speak of chronic frustration of leadinging need to personalities of the teenager (need for care, need for safety, in self-respect and respect on the part of surrounding), which in the course of time increases, gaining nature of the sharp sufferings on background long endamaging phyche situations, connected with sexual violence. Herewith, in events of completion initial episode sexual violence in respect of aggrieved average school age to emotions of the awe to full-grown are absent, but dominant are an emotions of the awe before guilty.

On measure of the groth endamaging phyche situations – a repeated repetition episode sexual violence, mechanism of the sufferingses of the teenager (as a rule, person male flap) and his behavioural reaction, running on type “patiences”, quite often brings about arising the different emotional conditions, on height which teenager capable to make and murder of the rapist (in our expert practical person is fixed 4 like, similar on mechanism currents event). The chronic condition to frustrations at accumulation negative emotion and expressed a depth of the sufferingses causes the constant internal tension, emotional tension reaches very high level, rendering destroying influence upon phyche of the teenager that finally can bring about “disastrous behaviour”.

Minor aggrieved, originally outlived sexual violence in family in average school age meet extremely seldom (on given – 6, 25%). Understandable that in like events sufferings traumas of the phyche teenager distinguishes else big depth, particularly if teenager before it is broken made revealed the signs psychic frustration neurotic register.

How the practice shows, juvenile and minor “deprivative” aggrieved in investigation situation behave cardinal opposite. The juvenile children (before ten of the age), it is enough easy enter in contact and regardless of presences that or other legal representative (full-grown, teacher, social workman or psychologist of the nursery establishment) in detail tell about happened, or it is enough emotional stating necessary information. Givenned fact shall easy explain – a juvenile child, not capable on the strength of its age to comprehend morally-moral damage, inflicted his personalities, but finally-that disposed of sexual mockery and got social protection on behalf of adult people, feels itself on the safe side and wants punishments guilty (in our practical person, in all without exception events “deprivative” children wanted that rapist was penalized: “let him will also”, “let he will sit in prison”, “let his will kill” and etc.).

Herewith, in spite of particularities of the permanent memory juvenile children preschool age, as follows insufficient readiness her device (the conversions incomprehensible event, spatial and temporary offsets, substitutions profound it is not enough comprehensible event), effects substitutions beside juvenile aggrieved did not come to light if crimes carried the repeated nature and actual side such event was reproduced later [1]. In spite of specifically endamaging phyche, massive and prolonged nature to situations in family violences exactly beside “deprivative” juvenile aggrieved, including younger school age (before eleven years) effect later displacing (substitutions) when reproducing happened event was not.



Unlike juvenile, minor aggrieved “deprivative” type capable to full understanding the nature and importances, made with them action, when undertaking investigation action contact very unwillingly, trying at earliest convenience finish the contact, avoiding details of the evidences (“not litter”, “has already forgotten”, “do not want about this speak” and etc.). Herewith, install the positive psychological contact with aggrieved coroner can be, as a rule highly in a complicated way and additional barrier hereto is a presence of the legal representative of the teenager. So, mother aggrieved, as a rule, is “main irrotant” for teenager, in that events even, when she occupies the expressed accusatory position to criminal.

The presence legal representative from number teacher or school psychologist, often provokes origin beside aggrieved, aside from emotion of the embarrassment, defensive aggression since teenager feels, outgoing from given person, as a rule, curiosity interest towards investigation situation and does not believe mysteries of the effect in preservation them. It is thought that at like situation for relief of the determination of the positive psychological contact with minor aggrieved “deprivative” type when undertaking investigation action reasonable participation of the psychologist as specialist, having specialization on medical and judicial psychologies.

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Motivational characteristics of careerism

Vilkova L.M.

The paper deals with the motivational characteristics of careerism, which are included in one of groups of personality determinants (orientation) of the present phenomenon. One offers the original empirical indexes of careerism for determination of its intensity for the concrete subject of activity. The results of the conducted empirical research are analyzed; specific motivational characteristics of respondents with high intensity of careerism are determined.

Key words: *careerism, motivational characteristics of careerism, empirical indexes (features) of careerism.*

In literature along with study of “career”, consideration of its independent phenomenon “careerism” takes place. Terms «career» and «careerism» are cognate, but not identical by implication. Direct references to the last one are scarce in scientific psychological literature, however this phenomenon is widespread in social and professional environments. On the basis of analysis of three approaches to careerism (ethics, sociological and psychological ones) [1] we suggest considering the studied phenomenon from the viewpoint of professional becoming, career strategy and the subject, realizing careerism. In first case careerism is a specific («deformed») adaptive variant of professional becoming, at which post advancement of a specialist outgoes his professional development. In second case careerism means a special type of career strategy, which corresponds to organization of concrete specific actions, directed to achievement of subject’s career motives and aims. In third case the phenomenon is a complex of specific personality characteristics, ensuring the realization of both/ the specific («deformed») adaptive variant of professional becoming and/or the particular career strategy.

We regard the motivational characteristics as one of groups of personality determinants (orientation) of careerism along with capabilities and character traits [1]. Various authors attribute to the motivational characteristics of the phenomenon the reasons of post advancement, personal life arrangement, financial enrichment, enhancement of social status (prestige) and superiority, achievement of success, self-actualization. The last motives are considered not only from the viewpoint of their intensity but also from the point of view of their instructive fullness for a careerist; even if the reasons of self-actualization are peculiar to him (reasons of self-expression and self-affirmation), they are equated with rejection and denial of the other.



The purpose of this empirical research consisted in the detection of motivational characteristics of careerism for the workers, who are busy in the field of manufacture and production distribution. As methods of research there were used 1) expert estimation; 2) testing (test of humorous phrases – THP, method «Diagnostics of Motivational Structure of Personality» by V.E. Milman, method «The Anchors of Career» by E. Shain, method «Motivation for Professional Activity» by K. Zamfir through modification of A. Reehan, method «Determination of Personality Orientation»); 3) methods of mathematical statistics (methods of descriptive (quartiling) and density-free statistics (the criterion of Mann-Whitney)).

As a result of the analysis of proper literature there were systematized and singled out the empirical indexes (features) of careerism in all its interpretations. One refers the following to the empirical indexes of the phenomenon as a specific («deformed») adaptive variant of the professional becoming: a high rate of post advancement against the background of professional skilled development lagging (post advancement of a specialist outgoes his professional development); predominance of adaptive processes (functioning) in a profession over the involvement in it; impossibility of self-actualization in a profession, the presence of self-affirmation and self-expression only; implementation of outwardly dynamic activity, the result of which does not correspond with the position requirements and professional activity itself; implementation of professional activity at the level of planning, but not designing; primary focus of the subject on getting into specific contacts with social and professional environments.

The following empirical indexes of careerism come out as a special type of career strategy: deliberate «technique of making» a career (special actions of the subject, that contribute to his post advancement; taking the opportunity for post advancement; use of «scheming» practice; selective intercourse with «necessary» people).

The empirical indexes of careerism as a complex of specific personality characteristics include an extreme degree of adherence to the idea of achievement and organization of a career; predominance of motives for post advancement and achievement of a prestige position in society over all other reasons; predominance of the motives for the financial enrichment and personal life arrangement over other ones; predominance of focus on help with post advancement from the other people over all other orientations; pronounced conformity with superior officers against the background of tolerance of the facts of official anomalies from their side; predominance of loyalty to company management («personal loyalty»), but not to business interests.

These empirical indexes of careerism underwent the expert estimation in order to ratify their adequacy. There were seven experts (three psychologists and four personnel officers), having experience of work more than 5 years. They were to perform a standard ranking procedure of empirical careerism indexes according to the degree of their adequacy. The relative density of significance of every index was defined after the procedure of estimation setting, and the integral index of careerism intensity was calculated by sum of multiplications of empirical values of careerism indexes and the relative density of their significance.



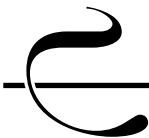
Thus, we created not only the theoretical model of study of careerism, but also offered the original empirical indexes for determination of phenomenon intensity for the concrete subject of activity.

Further we carried out the expert estimation of respondents. 106 persons, working in the field of manufacture and production distribution, took part in this procedure. They were of both sexes, of age from 20 to 47 years. Thus relying on the results of expert estimation, count of middle values of careerism indexes of every respondent, the individual integral indexes of the phenomenon intensity were calculated. Thus we sorted out groups with high, moderate and low intensity of the phenomenon on the basis of quartiling procedure of values of individual careerism intensity. For the study of motivational characteristics of careerism the respondents underwent the testing, whose results revealed the intensity of chief reasons for life activity, career reasons, reasons for professional activity and orientation of personality.

The received results make it possible to talk about specific motivational characteristics of careerism: expressed for the subject, external with respect to the content of professional activity positive motivation (the expressed reasons for post advancement and achievement of prestige position in society); presence of competition orientation; predominance of orientation to communication and to oneself.

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Kinds of ideals of a way of life of students-graduates

Gvozdeva D.I.

This article is devoted to the empirical studying of kinds of ideals of a way of life of students-graduates. In the article the theoretical and empirical model of the studying of a way of life of students is presented. The structure of the way of life ideal of students is described; results of empirical research of the way of life ideals are presented. Seven kinds of ideals of the way of life of students-graduates are distinguished and described. Prospects of the further studying of the way of life ideals of students are outlined.

Key words: way of life, individual way of life, ideal of the way of life, model of studying of an ideal of the way of life, kinds of ideals of the way of life.

The last years of the training period at HIGH SCHOOL is the basic period for construction and organization of both the further life of graduates, and their individual way of life. The way of life we have defined as the form of the individual organization of person's activities in different spheres of live activity which is formed on the basis of hierarchy of needs and values of the personality; it is realized in concrete conditions by means of special operational and style models. The ideal of a way of life acts as an internal incentive force and orientation in the way of life construction of the personality, i.e. personality's representation of the most desirable way of life and its formation acts. In this connection studying of the way of life ideals of students-graduates is rather urgent.

As well as any ideal [1], the ideal of the way of life is the three-componental formation (subject, emotional and operational components) in which the subject component is the leader. The subject component in the way of life ideal is presented by activities through which it is realized; by needs and values on the basis of which activities acquire the organization; by social conditions of their realization [4, 5, etc.].

Activity as conscious and purposeful social activity of the personality is caused by requirements and values of the person and is directed on their realization. After a number of authors [2, 6, etc.] we have marked out labour, family-household, educational, political activity, and activity in hobby sphere as the base activities; the needs and values offered by A.Maslow and taken in their hierarchical structure [3] are the basis for these activities organization; material-economic, socially-demographic, territorial and cultural conditions [5, etc.] are taken as conditions of realization of an individual way of life. Further each of them have been differentiated after different bases. The individual and desirable configuration of the most desirable activities, needs and values and conditions of their realization represents the maintenance of the subject component of the way of life ideal.

Distinguishing of kinds of ideals of the way of life of students-graduates on the basis of the subject component maintenance of these ideals was the purpose of the



empirical research. 143 students-graduates of the Rostov HIGH SCHOOL at the age of 20-23 years have taken part in the research. Questioning method (The Questionnaire for studying the way of life ideal), a method of statistical data processing (the factorial analysis by a method of principal components, criterion of Fridman, criterion of Wilkoxon, descriptive statistics – lower and upper quartiles) were applied. In result of the factorial analysis of the indicators, designating activities and needs and values 7 factors have been marked out (Tab. 1 see). In the table there are resulted the activities and needs and values, which individual positive weight of expressiveness exceeded 0,5.

Table 1

**Values in each factor of weights of expressiveness of variables:
activities and needs and values**

FACTORS	ACTIVITIES	NEEDS AND VALUES	WEIGHT
Factor 1	Labour	Belonging	0,562230
	Family-household	Belonging	0,733183
	Family-household	Respect	0,595733
	Family-household	Realization	0,714399
Factor 2	Hobbies	Belonging	0,816703
	Hobbies	Respect	0,837005
Factor 3	Family-household	Physiological	0,738903
	Hobbies	Physiological	0,731982
Factor 4	Labour	Respect	0,730578
	Hobbies	Realization	0,757594
	Hobbies	Realization	0,577386
Factor 5	Social and political	Physiological	0,530846
	Social and political	Belonging	0,676304
	Social and political	Respect	0,812567
	Social and political	Realization	0,593022
Factor 6	Labour	Safety	0,574058
	Family-household	Safety	0,580189
	Political	Safety	0,738514
	Educational	Safety	0,617560
Factor 7	Educational	Belonging	0,633019
	Educational	Respect	0,652525
	Educational	Realization	0,606040
Explains 63,7 % of a dispersion			

By results of the factorial analysis 7 groups of students-graduates with different ideals of a way of life have been distinguished. In each group the leading conditions of realization of ideals were marked out. We will describe the leading ideals of the way of life.

«The MATRIMONIAL WAY OF LIFE» (53 persons) – as Leading are family-household and labour activities, directed on satisfaction of needs of the social individual and the personality. Family-household activity, being the basic for self-realization of the



personality, is directed on establishment and maintenance of family close relations, gaining of respect of family members. As a basis of labour activity there are needs of belonging to certain social group and establishing of good relations with colleagues. Labour activity is a source of the material income which basic part is spent on family and hobby. Conditions of the way of life realization are residing in Russia at official marriage; supervising post in a big city, providing the big material income; possibility to spend actively free time in territory of Russia; situational and supervising character of social and political activity divergently out of any public organizations.

«SELF-REALIZATION IN ACTIVITY ON INTERESTS» (37 persons) – the leading are labour activity and employment on hobbies which are based on needs for self-actualization. Labour activity is directed also on a gain of respect of associates and reception of the prestigious social status. Conditions of the way of life realization are the work in a big city with supervising post in a circle of people having higher education; residing in official marriage; possibility to be engaged in various active hobbies and to get official education. Labour activity is the basic source of the high income which basic part is intended for the family maintenance.

Thus, on the basis of individual combination of activities, needs and values and realization conditions there were distinguished and designated 7 ideals of the way of life. The leading ideals of the way of life have been described in this article. Prospects of this research we see in studying of the way of life ideals of students-graduates depending on their professional and gender belonging.

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Urgency of research of the pedagogical conditions of the sense empathy development among students of technical university

Grigoryeva-Rudakova O.A.

Development of sense sphere of personality is a priority problem of modern education. Within the limits of new scientific direction, sense didactics, there is an active search of the pedagogical conditions providing the sense empathy development as one of "vectors" of the sense sphere. In this connection it seems actual to develop interpersonal senses among students of technical university.

Key words: *creative self-realization, sense sphere, efficiency of sense sphere, professional sense forming environment, interpersonal and intrapersonal senses, type of the student "professional".*

The main aim of modern education is maintenance of conditions for creative self-realization of students. To realize himself creatively in professional work, the future expert should involve the personal resource concentrated in his sense sphere. The sense sphere of personality, according to researches of I.V. Abakumova, P.N. Ermakov, V.T. Fomenko and other developers of "sense didactics", is "the sphere of personal senses starting psychological mechanisms of person's self-development, underlying formation and realization of individual talent". The sense sphere can develop under productive and reproductive scripts at young age. The basic characteristics of the productive one, active-creative development of the sense sphere, are its "openness, reflexivity, as consequence, orderliness, unstereotypy, harmony, "readiness to follow the call of potential", flexibility of consciousness centrality" [1, p. 98].

The major factor of formation of the sense sphere of the person becomes the professional environment where its basic life values and professional values should naturally "converge". In researches it is emphasized, that "if the selected profession and the realized life sense, achieving life vital value make activity-sense unity for the subject, the professional work gets intrinsic, life sense character" [3, p. 11].

Value-sense orientations of personality manifest, fix and correct in professional work of the individual. However, it is necessary to note, that process of formation of value-sense orientations and professional work are interdetermined. On the one hand, the attitude to the professional-labour environment is formed on the basis of system of personal senses of the person caused by last experience, the realized part of this system exists in the form of values and value orientations; on the other hand, professional work and even a stage of preparation for it influences the system of value orientations of personality [3].

From here follows, that in the sense sphere formation special importance is obtained by educational environment of technical university in which it is rather difficult to overcome attitude on preparation of the expert-professional to the detriment of his



value-semantic component. After E.A. Klimov, for each certain professional group it is characteristic the sense of activity, the system of values. However, if the basic life values of the subject lay outside of profession, it is only means of realization of these values [3].

As researches of social identity of student's youth show, at technical university approximately 25-30 % of young men focus the life plans on reception of higher education, however the character of their sense of life strategies distinguishes. So, Alekseenko T.F. has come to conclusion that "students of higher technical university generates, basically, from four most obvious types of students: "the professionals" – 35,65 %, "the universal ones" – 34,78 %, "organizers" – 15,65 % and "the middle ones" – 10,43 %. At obvious loss of prestige of the technical specialities, certain difficulties with employment, presence in high school of the third part of the students professionally focused and realizing in the high technical establishment the professional need, we consider as a good parameter providing preservation of the technical education and transfer of its traditions" [2, p. 37].

At the description of characteristics of "the professional" the author marks, that character of cognitive-behavioural activity of this type of students in high school was influenced by the changes which have occurred in society and education. We explain these low scientific activity, participation in scientific conferences and other arrangements (2,6 % of interrogated). They choose not fundamental education, but "fast", applied, giving in the long term work and earnings. The principle of useful knowledge starts to dominate in education. These attitudes confirm the referent groups chosen by students as parameters of identifications of students: on professional generalities there are focused 33,9 % of the interrogated students, and on scientists – only 8,7 % [2].

Distinctive feature of this type of students is the special type of thinking based on a significant mental potential, aspiring to clearness and simplicity of concepts in theory and practice, possessing skill to plan and carry out aims in view independently. In these groups it is observed the early professional orientation corresponding individual dispositions of the future student, additional fundamental preparation [2].

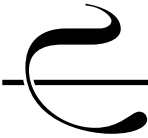
In a view of researches there is one of the most actual and perspective problems – development of the sense sphere of students of technical university in a direction of understanding and acceptance of the other types of students, sympathy and compassion to those who voluntarily, or under circumstances or personal problems could not gain professional position, has other life sense strategies. Efficiency of the sense sphere of personality is closely connected with development of intrapersonal and interpersonal senses. If the vector of development of the first group of senses is directed inside, on "self"; interpersonal senses are directed from the vital world arising on the subject – society border, to formation of the higher values of personality, its sense of life concept. In the concept of sense formation (I.V. Abakumova) it is shown, that as a criteria of development of sense sphere exactly two kinds of senses act. During education of students of technical university, in our opinion, it is necessary to give special attention to the interpersonal senses revealing, through the sense empathy, sense identification and presentation [1].



The aim of research is to reveal the pedagogical conditions of the sense empathy development in sense formation space of technical university. Object of research is educational process of technical university, and its subject is the sense empathy of students. The organization of the research included three stages. *At the first stage* (2005-2006) there has been spent the theoretical analysis of psychological and pedagogical literature on the “empathy” problem, “sense sphere” and concerning development of empathetic abilities in students’ training in particular. There are defined the basic directions of the research; aims, hypothesis, purpose of the research are formulated. *At the second stage* (2006-2007) it is carried out the diagnostic research with the purpose of revealing of a level of development of empathetic abilities among students of technical university; comparison of the data with students of economic and humanitarian specialities is spent; it is developed the theoretical model of training of students of the technical university, developing empathetic abilities. *At the third stage* (2007-2009) the repeated experiment is organized and spent; the received results of the research are processed; conclusions and practical recommendations are formulated.

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The technological features of becoming of integral semantic orientation of personality in an educational process

Luk'yanenko M.A.

In a real period society in a great deal is not satisfied the domestic system of education. A road to the structural changes in this area lies through development of the technological system which will show out an educational process on valued – semantic level. For development of such technologies it is necessary to estimate traditional technologies from point of their smysloobrazuyuschego potential.

Key words: *semantic sphere of personality, integral semantic orientation, value-semantic going near an educational process, educational technologies, smysloobrazuyuschiy potential of educational technologies.*

For the last decade there are substantial changes, affecting the system of education, happened both in an external (cleanly organizational) and in internal (scientific comprehension of problems of education at the level of modern obschepsikhologicheskogo knowledge) sphere. The structure of education, number of student in different educational establishments, changed, the types of educational establishments and character were increased given by them educational services, the number of persons, busy teaching, administrative, konsul'tativnoy, attendant, research activity was increased. Time to be incarnated the idea of S.L came. Rubenstein: «that for one of sciences (to psychology) is an object, for other (pedagogics) comes forward as uslovie» [3].

Destroying of educational process on personality – a semantic level puts a number of problems before pedagogical psychology. It is necessary make another teaching aims from informative to developing, to show out maintenance from a strange level on personal-valuable it is necessary to reconstruct teaching forms with authoritarian – compatible on democratically – variative. The special block of problems behaves to the motive-dynamic components of teaching, to thinking of already existing and development of new methods and teaching technologies. To the table of contents of educational process, which is the field of crystallization, feeding sense cultivate and understand sense student, must get «live». He must be somehow disposed in space, distributing him between a teacher and by a student, between a student and by their groups, it is needed to dispose also in time, different him and filling with him the sequence of procedures of actions of teacher and student. These are the technological aspects of educational process. Teaching technologies appear as a mechanism of self-realization of maintenance, and, consequently, renewing maintenance, in any his directions, including and sense of education, it is necessary adequate, synchronous appearance to make alteration in a technological culture. The table of contents and technologies appear associate organically: if maintenance «live on» development of personality, its sense.



A question about technologies of teaching from a didactic plane is carried in a psychological plan, because, maintenance appears on a few levels of teaching: at the level of planning – in a text, sign form, at the level of the real flowing of educational process – as motion of ideas, senses, emotions of student, at the level of effectiveness of teaching – as steady qualities of personality as positions, looks, interests, in the end – system of values as bar basis of man, and, his base semantic structures. Teaching technologies and can be considered as mechanisms of translation of maintenance from a text level to the level of subject activity student, from the level of subject activity – on the level of steady structure of personality of student. We will not forget, that on all levels activity of teacher and student is joint, and, referring on student during fixing levels of maintenance, we do not lose one in two character of process from to the kind. Destiny of technologies, if under maintenance to understand values and other not sense units of incarnate in him life not only, and senses are in subjection or personally form, and there is sense of education student. In different psychological-pedagogical researches underlined, that technologies execute a realizing function in relation to maintenance and there are not selfvaluable. On the whole with such judgement, consenting is possible, however in the conditions of action of one or another technology in fact accustoms not only programmatic or out of program material as transmitter of maintenance but also technologies, at least, some of them or what – their fragments. In this case to maintenance we befit traditionally – as to the object of mastering (mastering). Technology, named, can exemplify « projects»: it is a method, provides mastering a student some part of reality, ordered on-line tutorials, but here accustoms a student and as part tables of contents, as method of activity, as planning tool what – or in an own vital prospect. The more so, if to understand maintenance from positions of sense education, interpreting him as «», «» semantic development of children, technology, directed on opening of semantic basis of the world, being mastered, as a method of activity, able to decide semantic super task.

An important in a psycholoical-didaktic relation conclusion ensues from said. If it is not taught senses and it is not studied senses, with what it is necessary unreservedly to consent, technologies cognitions, formed at a student in their technological cooperating with a teacher, are able to play role of sense-search factor, method, anchor-man on the way sense of the understood world. So, sufficiently wide the applied evristicheskie technologies, providing a capture by a student programmatic material, as school experience of for some time past shows – and entering them in the situation of sense mastered as maintenance appear the mechanisms of search and opening of senses in other didactic circumstances or, will suppose, in the situations of vital smysloopredeleniya children. We will not exaggerate the role of technological aspects of educational process, when they come forward as algorithms of search of senses, as it however internal, motivational, and instrumental side providing smysloobrazovanie.

Technology is determined as an involute of method, a method at that rate can be described as convolute «». Teaching method «» technologies, he determines the general plan of process in the hands of teacher, technology, coagulating on the laws of



interiorizacii, is reflected in consciousness of student as track, appearance of method. Problem technology of teaching, for example, being an involute « metoda», supposes such procedures, as producing studying information, to incoming in contradiction with their available level of knowledges, arising out of this contradiction of problem situation, search of variants of exit from it et cetera and «» in problem activity of child, problem thought as property of subject. Only in such correlation of method and technology, in our view, teacher and a student is able «» to deep sense of the studied phenomena, to line up teaching as process « becoming of istiny» [1].

Basic task in this article, we see in that, to estimate nalichestvuyuschie technologies from the side of them smysloobrazuyuschikh possibilities. An analysis is complicated that technologies were developed, properly to suppose, regardless of semantic orientations, for them, as a rule, there were other aims – mastering of knowledges, capture, development of thought, the methods of activity.

For some time past, however, is characterized the search of technologies, oriented to development of personality sphere student, and similarly pereosmysleniem, pereorientaciy of traditional technologies. In a number of these technologies, undoubtedly, as will see, the certain is looked over and even noticeable semantic and smysloobrazuyuschiy potential.

For determination of the indicated potential we will have to group, rasklassificirovat' technologies on different parameters and criteria. Parameters will be adopted below, and by a leading criterion the degree of growth of capabilities of technologies is select by us to development of semantic sphere of student. We will ascend to technologies, to possessing most smysloobrazuyushey by force, beginning with that of them, which this ability is possessed in the least degree.

Classification of technology by the method of encoding information. This includes group verbal, audiovisual, mashinoobuchayuschiy, multimedia, gipetekstovyyh, holographic technology. In such a classification technology, as you can see the logic coincides with the history, their location in our text reflects the historical sequence of their occurrence, development and even prospects.

Technology largest range of educational process. These include the following groups of technologies: technologies that provide small academic space – a lesson, and other types of training sessions, technology, realizing the independent activities of students outside the training sessions, technology, serving a great educational environment.

Technology criterion relationships teachers and students. These include: subject – object technology, a subject – subject of technology; subject – text – subject of technology. This classification of technology makes a concession activity approach and developmental education.

Technology on the nature of cognitive activity of students. There are the following groups of technologies on the nature of cognitive activity for students: a group of reproductive technologies such as; group technology problem-type, Group technology research type.



Technology on the ability of the integrated semantic orientation of students. There are following their group: technology, providing self-actualization of subjective experience of the students, interactive technology, gaming technology, technology that lets students express themselves; technology psycho-didactic support for pupils; technology problem – the creative type.

In this block, there is a tendency Treatment semantic technologies to the life-world of the child, his spiritual sphere, to the semantic level of his deep "I". There is a focus on academic restriction in the educational process, provides the possibility of a noticeable intensification [1].

Comparative analysis of educational technology in terms of their semantic potential, the possibility of using the same technology to enhance the cognitive bias of the soul knowing, makes it possible to simulate the learning spaces of different semantic richness, varying between cognitive and affective components in the learning process and thereby ensuring the greatest degree of interpenetration of the everyday , artistic and scientific knowledge as a common framework of integrated semantic orientation of students [4].

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Concept and mediamentality structure

Konovalova N.V.

The concept and the structure of mediamentality are examined in the article on an example of news telecasting. It is underlined communication between an archaic picture of the world and media sphere. The hypothesis about analogy between an archaic picture of the world and a structure of visual media sphere is put forward and considered.

Key words: *mentality, media mentality, three-level structure of a picture of the world.*

In a modern science sharply there is a problem of research of concept "the mentality", covering the psychological maintenance of processes of modelling of a reality in the consciousness, the determined historical and cultural specificity of human existence. The psychological science puts a difficult problem which consists in criteria of division of displays of state of mind and mentality before researchers. Many researchers (S.V. Lure, V.I. Berlov, D.V. Polezhaev, etc.) consider mentality as collective unconscious, without separating it from state of mind [1].

Psychologists believe that mentality exists without state of mind. V.A. Shkuratov divides concepts "mentality" and "state of mind", specifying that animals have not got mentality at low level of culture. He divides mentality into classes: oral, written and media mentality [2]. Each class differs from each other in the speed, rates, conditions and in the ways of an information transfer. Slow classes of mentality – oral and written since they spend a lot of time for granting to the interlocutor of the information, fast class- media mentality since giving and translation of messages occurs by means of mass media.

Mediamentality is understood as some manufacture, transfer, mastering and effects of comprehension of the information. Media mentality consists of images which have short cycles of existence in an electromagnetic substratum [2]. In a hypothesis that the world picture consists of three layers-the top, the middle and the bottom, it is accepted that each layer reflects certain beliefs. In our opinion, such outlook is inherent also in a modern media picture of the world since not only the person designs media space, but also mass media form it round the person. In other words, it is a question of bilateral process of formation of a media reality. Our hypothesis consists that the visual media sphere is under construction by analogy to a three-level picture of the world. For check of this hypothesis the news material can be used.

Extract has made 480 releases of news of channels "Russia" and "NTV" from June till August 2008r. The news material is divided on emotional colouring, an information occasion and on three-level model of the analysis. On emotional colouring of news it is possible to classify on positive, neutral and negative, in an information occasion – political, economic, criminal, military etc. For a basis of division of news on an information occasion the plot of media messages undertook. The quantity of positive and negative media events in a news material makes 90 %, neutral 10 % since all messages reflected emotional conditions of people.



The quantity of news in an information occasion was not considered, since all news file is analysed by means of the typological analysis where the basic categories of three-level model of a media card of the world are allocated.

The top: «space», «sky», «the natural phenomena», «spiritual practice», «technics», «astronomy».

The middle: «policy», «economy», «criminal case», «culture», «transport», «history», «accidents», «military operations» and «medicine».

The bottom: «mines», «depths of ocean, the rivers, the seas», «earth geology», «minerals».

In the course of data processing in a news material the parity of positions top, the middle and the bottom is allocated. In June and July to a position «top» were referred to 10 media messages which basically reflected categories «space» and «the sky» the researches of planets of Mars connected with illumination and Saturn, with malfunctioning onboard (ISS) (The international space station) and flights of a shuttle «Discovery».

The category «sky» abounds with reportings with aviashow and the first regular flight of air bus A-380. In August for the first time the position «top» has been presented by one category ->«sky»: all news plots were devoted to wreck of passenger planes in Spain and Kirghizia.

These media messages carry both neutral and negative character since media events of a category «space» cause only informative interest to research of planets, but do not leave an emotional print. The video series is sated by photos of a research vehicle «Phoenix» of a surface of a planet Mars and rings of Saturn. The video picture was accompanied by the story about importance of studying of planets, its international status where the basic contribution was brought by the American scientists. Duration of expedition of device «Phoenix» – half a year. In this time scientists will collect the information on a planet, will try to find the answer to a question on life disappearance to Mars. Thus, the given media messages do not cause any emotions. Media events of a category «sky» have ambivalent character since in June and July it was told about flights of passenger and military planes, and also about importance of aviashow for development of domestic military design offices. All reportings were under construction on the report on flights and on emotional reactions of passengers. In August there are media messages on tragedies, in airport territory in Spain and Kirghizia. In reportings there are shots with fragments of planes, cars of firemen and rescuers, and also relatives of victims dominate.

The position «bottom» is presented by seven media events which reflect «mine» categories, «earth geology» and «depths of oceans, the rivers and the seas».

Basically all reportings have neutral character since messages describe results of archaeological and ecological expeditions. Only in June there were the negative events connected with a collapse of mines in Ukraine and in China. In August the events describing this position for the first time are not presented. Position «Middle» totals 463 media events where categories of «politician», «criminal case», «the natu-



ral phenomena», «accidents» and «military operations» dominate. In June and July categories of «politician», «criminal case» and «accidents» prevailed. In June of media event represented earthquake in China, flooding on Philippines, conflict origin between Russia and Georgia. The quantity of the media events connected with acts of terrorism and road and transport incidents has sharply increased. In parallel with these messages it was shined a football theme. In July categories of «politician» and «accident» dominated. The category of «politician» shines court over M. Karadzichem, the Serbian political criminal. A category «Accidents» considers technogenic and natural tragedies. Often there are messages on natural accidents – storms. Technogenic accidents are shown through collision of vehicles between Russia and Georgia, and also achievements of the Russian national team on the Olympic Games in China.

Thus, the three-level model of construction of a media picture of the world finds the reflexion in a news material. In position «top» categories «space» and «sky» are dominated, positions «bottom» of a category of «mine», «earth geology» and «researches of depths of ocean», in a position «middle» – «policy», «criminal case», «the natural phenomena», «military operations» dominated. A prevailing position in a media material is «middle» since mass media first of all shine the events connected with ability to live of the person, in the second – the events reflecting the heavenly and terrestrial phenomena. The three-dimensional model of a media picture of the world allows to reveal degree of a saturation of subjects news the message of certain semantics, to define recurrence of structural elements of media mentality, and also gives the chance to see reaction of an audience to this or that media event.

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Dynamics of life satisfaction as a result of photovisualization of life events

Lakosina N.V.

Principal theoretical and methodological aspects of traced research are presented in this article. The research has been dedicated to investigation of dynamic changes in person's attitude towards life as a result of photovisualization of life events. The research program and methodological tools are presented. The first results are cited, the data of changes in life satisfaction in the course of photovisualization's program are presented.

Key words: *visual socially-psychological history, photovisualization of life events, attitude towards life, life satisfaction*

The postnonclassical stage of science's development is characterised by usage of humanities research methods, study of valuable aspects of Being and historical time. It has defined the tendency of activation and revival of researches of person's life course in home social psychology (E.J. Korzhova), psychological problems of time feeling (T.A. Nesitik), time orientation (A.Syrtsova) [1, 6]. But the problem of «visual turn» remains actual. So, V.A. Labunskaja [2] marks the importance of discussion of methodological questions of visual researches owing to their active penetration into psychology in general and in social psychology in particular. She also notices, that social psychologists have possibility to create visual socially-psychological history of the society, groups and person.

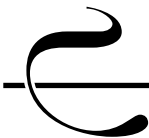
Thereupon we have defined the purpose of our work. We study the influence of photovisualization of life events and their interpretation on dynamics of the attitude towards life. Addressing in the given context to a photo, we are based on the researches considering a photo as means of reconstruction of feelings and life events, as research means of person's life course, as diagnostic aids (J. Weiser, V.V. Nurkova).

In turn, we consider a photo as the socially-psychological phenomenon, visual construct including kinesics and proxemics interaction parameters, the cultural and social symbols, carrying the information on those aspects of person's life as gender, age, status, roles, values and life meaning.

The research hypothesis. The intensity and the modality of the attitude towards life and life satisfaction variate depending on a combination of socially-psychological characteristics of visual signs (photos) and features of their interpretation.

The research program includes: 1) psychological diagnostics, studying respondent's attitude towards life and the attitude towards one's own appearance; 2) narrative conversation; 3) socially-psychological training with use the technician of photovisualization; 4) repeated psychological diagnostics, necessary for studying the dynamic changes in life satisfaction, the dynamic changes in assessment of one's own attractiveness [3, 4].

We represent the part of research in this work, only investigation's results of dynamic changes in life satisfaction as a result of photovisualization's procedure. We used The Index of life satisfaction Neugarten, adapted by N.V. Panina. We investigated life satisfaction, based on complex studying of the attitude towards life.



The results reliability was provided with use of statistics methods: descriptive statistics, Wilcoxon signed-rank test.

As empirical object 41 respondents at the age from 18 till 23 years have acted. Experimental group included 17 persons, control group included 24 persons. Respondents of the experimental group participated in total procedure of photovisualization. Respondents of control group only passed diagnostic test. The time interval between the spent diagnostic gaugings has compounded 75 days.

The descriptive statistics classified (lower and upper quartiles, finding a median and a standard deviation) the data obtained on our sample on intensity degree of life satisfaction: high degree; average degree; low degree. It has allowed us to trace dynamics direction of an investigated characteristic.

We have compared values of respondent's life satisfaction at the first and second gauging by Wilcoxon signed-rank test. So, differences among respondents of experimental group in intensity of life satisfaction (before and after photovisualization) have been found – $T = 33$ at $Z = 2,05$; $p = 0,03$. According to the statistics data the percent of respondents in experimental group with a low intensity of life satisfaction has reduced from 41,2 % to 23,5 %. The similar tendency is observed among respondents with a high intensity degree of life satisfaction. Their number also has increased from 17,6 % to 29,5 %. According to the data received in control group, differences in intensity of life satisfaction before and after investigation are not found – $T = 83$ at $Z = 0,48$; $p = 0,62$.

Thus analysis of dynamic changes in life satisfaction as a result of photovisualization of life events proves suggested hypothesis. Positive changes in an assessment of one's own activities and life achievements among those experiment's participants who has directly passed all program (conversation, socially-psychological training, directed on life experience reconsideration) are found.

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The employee of psychiatric service: the professionally important qualities

Mitina O.A.

In modern conditions of development of psychiatry the formation of a complex image of the expert of modern psychiatric service is necessary (in view of his personal, professional, moral and ethical and other features) with the purpose of increase of the professional competence and in view of inquiry of consumers of psychiatric services. The author formulates necessary and undesirable characteristics of the employee of service for realization of professional work.

Key words: *employee of psychiatric service, professionally important qualities (PIQ), moral and ethical values, strategy of behaviour, personal features, features of communication, willed regulation of activity, neurodynamic features of mental activity.*

At the present moment in society there is no realistic, differentiated idea of employees of psychiatric service; it is revealed the tendency to a negative estimation of their professional work, attribution of negative personal qualities [1, 10].

Such situation develops on a background of active reforming of the psychiatric service. There are developed new principles of the service organization [5, 6, 8, 12], in medical and rehabilitation processes there join experts of adjacent directions (psychologists, social workers, labor therapists, lawyers, managers) [2, 6, 9, 13], there is an integration of psychotherapeutic services with stationary and outhospital psychiatric brigades [4, 8, 11]. Abroad within last 30 years users are actively involved in planning and estimation of the psychiatric service work [3, 7].

All this defines the service of mental health as the complex mechanism of interaction of experts of different categories with consumers of the psychiatric help, allowing to solve a number of medical and other problems (social, legal, psychological, information).

These tendencies promote that in modern system of psychiatric service it is necessary the formation of a complex image of the employee which on the one hand, will promote effective functioning of the expert (delimitation of professional competence, formation of professional self-consciousness, interaction with colleagues, distribution of powers and responsibility and so forth), and on the other – to correspond to inquiry of consumers of the psychiatric help.

The aim and problems of the research. The aim of this work is formation of a complex image of the expert of the psychiatric service as a part of professional collective and the representative of psychiatric service.

For achievement of this aim in the work there were investigated individual and psychological, professional, moral and ethical features of the expert's personality. Also there has been spent studying of a system of interpersonal interaction of experts in collective, research of ideas about employees of psychiatric service among the "consumers of the psychiatric help" (patients).



The materials and methods of the research. The tool of research was the original questionnaire (64 questions), reflecting subjective perception of the image of the expert. With the purpose of studying of the system of interpersonal attitudes the technique of diagnostics of interpersonal attitudes (the modified variant of interpersonal diagnostics of T.L.263 persons took part in the research, from whom 233 are employees of psychiatric service (6 professional groups: 1) "the head physician, the assistant to the head physician" (HP, AHP); 2) "the main nurse, the senior nurse" (MN, SN); 3) "hospital nurse" (HN); 4) "the psychiatrist" (TP); 5) "the social worker" (SW); 6) "psychologist" (P); 30 persons – "the patient of psychiatric service" (PPS).

The results of the research. In this article the results of the analysis of professional sphere of the employee of the psychiatric service are described.

The analysis of professionally important qualities (PIQ) of the experts in following spheres: moral and ethical, communicative, in sphere of willed regulation of behaviour, emotional sphere, sphere of behaviour and neurodynamic properties. In each professional group there were received characteristics which from the point of view of the expert are necessary and undesirable for realization of the professional work.

I. Characteristics of personality of the expert necessary for successful work in psychiatry.

1. Orientation on moral and ethical values during the work: humanism, decency, justice, conscientiousness, tolerance, love to patients, respect, unselfishness, feeling of duty, mercy.
2. Strategies of behaviour and role relations.
3. The most effective in work is the flexible strategy of behaviour built according to a position occupying in collective. For example, for the head it is an active position, described by efficiency, insistence, persistence, straightforwardness, for the HN it is ability to submit, follow the instruction, "reactive" behaviour.
4. Personal features of the experts:
 - keenness, responsiveness, ability to empathy, empathy, sensitivity;
 - stability of emotional sphere (emotional stability, steadiness, calmness, self-reliance), optimism (forecasting of positive results of treatment);
 - high ability for willed regulation of activity: sense of duty, compulsion, conscientiousness and responsibility. Self-control of emotions and behaviour (accuracy, attentiveness, discipline, punctuality, concentration, patience, consistency) – are most significant in the work of the hospital nurses sisters personnel;
 - features of communicative sphere: goodwill, sociability, skill to inform the patient with medical information. In groups of the experts working with patients "by the word" (TP, P), besides the named above characteristics of communicative sphere there are named: tact, empathy, politeness. In the group of Psychologists there are distinguished the distance in communication, simplicity of explanation, flexibility, empathetic hearing;



–neurodynamic features: neuropsychic stability shown in high working capacity, readiness to unnormative regime, low fatigue. Good memory and ability for high concentration of attention are necessary, first of all, in the work of HN.

II. Factors negatively influencing the realization of professional work.

1. Low moral and ethical level: cynicism, envy, pride, self-interest, arrogance.
2. Strategies of behaviour and role attitudes:
 - directive approach to subordinates from a management that can suppress the opportunity of self-realization and initiative among subordinates;
 - role uncertainty (“adaptation”) in the collective that conducts to a role conflicts (to “rivalry”, “competition”);
 - inability to listen to employees.
3. Personal features of the experts:
 - special sensitivity to problems (trustfulness, pity, kindness, sympathy for the patient, keenness);
 - aggressive solution of a situation, solution of a situation “at any cost”, fieriness. It is described as irascibility, rage, anger, irritability, impulsiveness, fieriness;
 - low level of self-estimation (indecision, diffidence, shyness);
 - in the group of Psychologists – excessive emotiveness, emotional instability, anxiety;
 - features of communication connected with unsociability, isolation. Besides there have been distinguished: softness in communication with subordinates (HP, AHP), inability to listen (to understand, adjust the communication) to employees (MN, SN), garrulity, excessive sociability, love to advice giving (HN), silent voice, indistinct pronunciation (HP), indulgent intonation, dispassionateness (P);
 - features of willed regulation of behaviour: carelessness, impatience, fieriness, restlessness, absent-mindedness, carelessness, disorganization. In the group of HP, AHP it is distinguished excessive regulation of activity: superresponsibility and supercompulsion;
 - neurodynamic features: sluggishness, drowsiness, fatigue, forgetfulness.
 - The most disputed zones of the PIQ are moral and ethical, emotional spheres. Characteristics of these spheres are ambiguously differentiated by the experts on positively influencing the professional work realization and those that render negative influence.

Conclusions. The professionally important qualities of the expert of psychiatric service cover not only professional skills and the skills received during training, but also include personal characteristics, features of emotional sphere, moral and ethical qualities and so forth.

Results of the research have allowed to reveal the most disputed zones of PIQ and to define specificity of professional support of the expert, both at the initial stages of work, and during realization of the professional work.



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The nature of interrelation of the self-concept characteristics and aspiration characteristics of student-psychologists

Shumikhina A.V.

In the article there is given the concept definition "aspiration" developed by the author; the complex of the steady characteristics of aspiration of personality is described. The results of empirical study of direction, force and sign of the interrelations between the complex of the special features of self-concept and aspiration of student-psychologists are given.

Key words: self-concept, aspiration of personality, interrelation.

In the previous works [4, 5] we revealed and proved theses about interrelations between the characteristics of self-concept and aspiration of personality on the material of the conducted author's theoretical-empirical investigation. The purpose of present article consists in studying of direction, force and sign of the interrelations between the complex of the peculiarities of self-concept and aspiration of personality.

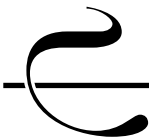
The theoretical thesis about the presence of different interpretations of the term "aspiration" is the basis of the represented study. This thesis enables to distinguish purposeful, motivational, personal-dispositional and evaluative aspects of aspiration's study [4]. We define aspiration as the motivational-purposeful personal formation, appearing in an attempt to achievement of subjectively acceptable result in the significant spheres of life activity.

As personal formation, aspiration is characterized by a number of steady peculiarities. On the basis of idea about the characteristics of any system object, aspiration characteristics are divided into spatial, temporal, intensional and informational. The spatial characteristic is defined concretely in the contents of aspiration, including the desired subjectively acceptable achievements of personality in significant spheres of life activity. Aspiration temporal characteristic is manifested through supposed time costs to achieving of ideal goal, to the satisfaction of the need, getting out the framework of present-day situation. The intensional characteristic is realized in a quantity of subject's attempts of aspiration realization. The informational characteristic of aspiration concretize in the degree of detailed of the leading contents of aspiration.

The level of aspirations is the stereotype of the tactics of goal setting [1], typical for personality and empirically fixed in the situation of psychological experiment. It is manifested through the parameters of height, stability, adequacy. Actually the level of aspirations is considered as the situational manifestation of aspiration of personality.

We consider self-concept as the system of the human being ideas about his all possible manifestations, connected with the emotional-value attitude, empirically studied through the complex of spatial, temporal, intensional and informational characteristics [2].

Interrelation of the self-concept (its specific characteristics) and characteristics of aspiration of personality was the object of the present investigation. The purpose con-



sists in studying of aspirations contents and aspirations characteristics of students in relation to the peculiarities of their self-concepts. The hypothesis is that the peculiarities of self-concepts forms determine the specificity of the nature of interrelation (its direction, force and sign) of the characteristics of personal aspiration and the characteristics of self-concept.

Methods of the study are self-description and their content-analysis; questioning; psychological experiment; psychological testing; factor and regression analysis, the criterion of nonparametric statistics. The object of the study was the verbal versions of self-descriptions of 111 1-2 graduate students of psychological department. The selection of respondents is determined, from the one hand, by the peculiarities of the influence of the stage of professional formation on personality [2, 3]; from the other, by the peculiarities of the future profession of psychologist, directing a subject towards the reflection.

On the basis of the leading contents of verbal self-descriptions (according to the results of factor analysis) there are distinguished 4 groups of respondents, differing by certain form of self-concept and appropriate peculiarities of aspiration of personality and the level of aspirations. The intensional characteristic (subjective significance of personal features) of self-concept was the criterion of differentiation of self-concept forms. Significance for the personality of various features contributes to both their larger awareness and stability and to general coordination of self-concept [2]. We define the nature of interrelation between peculiarities of self-concept and person aspiration using the method of multiple regression and the regression graphs.

The conducted investigation revealed following results. "Instrumental-intentional self-concept, directed to the future" is characterized by determining influence of the characteristics of aspiration to the self-concept characteristics. This is manifested in strengthening of the spatial characteristic of self-concept by means of the temporal and informational characteristics of person aspiration. In other words, students postpone the realization of aspiration and aware its content. As a consequence, they focus on own urgent steady, characteristic features.

The subjects with "Expressive self-concept" are characterized by the absence of the interrelations between the characteristics of self-concept and the characteristics of aspiration. This indicates on their relative independence. While the height of self-appraisal and level of aspirations of the students of the second group are directly interconnected with each other.

"Intentional self-concept, directed to the future" is characterized by determining influence of aspiration characteristics to the characteristics of self-concept, by means of the spatial and informational characteristics of aspiration. In this case the spatial and informational characteristics of aspiration exert different in force and sign influence on self-concept characteristics. This is manifested in the fact that aspiration to workmanship and competence decreases the students concentration on urgent life circumstances and events, and it also prevents realization students own desires, intentions and interests.

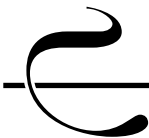


The subjects with “Instrumental self-concept, directed to the present” are characterized by different direction, force and sign interrelations between self-concept characteristics and characteristics of aspiration. These denote close interaction between mentioned psychological formations. At the same time, the influence of the self-concept characteristics on the characteristics of aspiration is the determinant. In other words, the perception of own steady, characteristic features and awareness of acquirements contribute awareness of aspiration to workmanship and competence.

Thus, the dependence of the nature of interrelation between self-concept and aspiration of personality is established as the result of our theoretic and empirical study. Interrelations differing by direction, sign and force between self-concept characteristics and the characteristics of aspiration are revealed.

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Criteria of efficiency of administrative activity of middle managers of the modern enterprise

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Criteria of efficiency of administrative activity of middle managers of the modern enterprise.

Efficiency of activity of the modern enterprise can be considered only with allowance for efficiency of activity of managers of all levels of plant management. In the article attempt to formulate and give classification to criteria of performance evaluation of activity of the chief is made.

Key words: *psychological conditions, efficiency, management, activity, criteria, the person of the chief, psychological properties, the work analysis*

Management of the organisation represents difficult work which cannot be executed successfully, being guided by only one instructions. The chief of any control link should combine understanding of the general trues and the importance of numerous variations thanks to which situations differ one from other. The success of the organisation (enterprise) develops of such components as efficiency, profitability and productivity.

In the difficult organisations (enterprises) accurate horizontal division at the expense of formation of the divisions, carrying out specific concrete the task and achieving concrete specific purposes is carried out. Such divisions often name departments and services which also can have the smaller, more concrete divisions.

As well as the whole organisation (enterprise) which part they are, divisions represent groups of the people which activity is meaningly directed and co-ordinated for achievement of general purposes.

Thus, the big and difficult organisations consist of the several interconnected organisations specially created for specific goals and the numerous informal groups, in certain cases spontaneously arising work groups formed independently in division. Experts who co-ordinate and meaningly direct productive activity of such groups, are chiefs and constitute an average control link.

Efficiency of activity of the modern enterprise can be considered only with allowance for efficiency of activity of managers of all levels of plant management.

The significant number of appraisal plans of chiefs which can be classified on the various bases is by this time developed. The decision of a question on the contents (or a subject) estimations is one of initial at formation of any method. The analysis of that is the contents of an estimation of efficiency/inefficiency of administrative activity of the middle manager of the modern enterprise, namely, what parties of administrative activity are exposed to measurement, the analysis and interpretation, allows to allocate some the basic approaches.

So as an estimation subject in various techniques act: business and personal qualities (lines, properties) chiefs; characteristics of their behaviour in various situations; quality of management of fulfilment of administrative functions; characteristics of ap-



plied means of a management; indicators of results of activity of headed collectives; results of organizational activity; success of an establishment and achievement by chiefs of the purposes of management by concrete collectives. The complex estimation which contents includes combinations from the named subjects [1] is extended also.

According to some authors (N.I. Drjahlov, V.V. ShCherbina, A.I. Kravchenko, V.K. Tarasov, A.F. Phillip, etc.) [5] degree of a readiness of each of approaches неодинакова. Some (for example, quality evaluation) are finished before enough complete methodical maintenance and even automation (for example, computer diagnostics), others (for example, a target estimation) are presented only in the form of certain principles.

Most the wide circulation was received by an estimation of activity of the chief, based on a recognition of influence of psychological properties of the person on characteristics of activity carried out by it.

For example, such approach is used in A.N. Velichko's [2] technique with which help it is possible to reveal degrees of expressiveness at chiefs of some property of business and personal qualities. V.V. ShCherbina's technique allows to advance lines of the person of the chief which to the greatest degree correlate with efficiency of activity of the given chief in concrete collectives. Application of a technique of V.K. Tarasova [3] helps the researcher to advance peculiarities of each chief, to prepare its business portrait.

Distinction above the transferred techniques is connected, as a rule, with used methods of measurement of personal properties and offered lists of fig. However, despite variety of updatings of such techniques, the estimation subject everywhere is identical – qualities of the person of the chief. As a result the is social-psychological characteristic evaluated is always received, the availability and a level of development and displays of certain properties is established.

Definition of psychological properties on the basis of the analysis of work of the chief is carried out within the limits of a situational estimation where as stable psychological characteristics invariant features of behaviour of the chief, shown in the course of the decision as it of concrete administrative problems act. For example, in a technique of a situational estimation of A.V. Filippova the sampling procedure of typical administrative situations in concrete collective in which structure work of the chief is described is provided, and then its behaviour is evaluated.

Among set of approaches of estimation of efficiency of activity of the chief, in our opinion, it is important to note features of package approach which includes such groups of criteria as professional qualities; level of fulfilment of planned targets on the basic indicators subordinated by it of collectives; level of job management, production and management in these collectives (L.I. Menshov) [4].

There is no sense to challenge that fact that the considered campaigns have the rational bases, certain possibilities and restrictions since in each of them various aspects of activity of the chief are reflected, the attention is focused on this or that aspect of administrative work. Thus on the foreground that can act the person of the



chief, conditions of its work, process of administrative activity, management means, results and the purposes of its work. Being complementary, they allow to describe the chief having specific features, performing specific functional responsibilities, in quite concrete conditions arising in managerial process by concrete objects, management realising thus some purpose and reaching certain results in the activity. The decision of a question on a choice of the adequate approach consists in clarification of the purposes of an estimation of chiefs and a choice of a subject adequate to them.

Any estimation of activity, qualities, properties, features is directed on efficiency and intensity measurement, with what the chief executes this or that function, is thus evaluated, how much successfully it consults with the functions, functions, problems, as a whole how much it is evaluated in the quality for the organisation.

The question on criteria first of all, is reduced to finding-out of that it is possible to consider as an effective management.

Efficiency of administrative activity by us is understood as degree of realisation of the purposes of the organisation of the enterprise in comparison with set or possible. About revealing of efficiency of administrative activity it is told in G. Kunts's techniques [1] (Performance evaluation of administrative functions) and I.V. Pastuhova [2] (the Performance measurement of administrative activity). At definition of criteria of efficiency of administrative activity of middle managers of the modern enterprise it is important to be guided by use of the complementary techniques, allowing to combine the greatest complex of the set criteria.

Thus it is necessary to remember that nevertheless on result of administrative activity of the manager of an average link, its efficiency/inefficiency influences not only level of knowledge, the skills necessary for fulfilment of administrative problems, but also availability of motivation of the manager its fulfilment, availability at it a certain complex of personal qualities, the account of functional features of executed activity.

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Interaction styles of an authoritative leader

Antonyan E.Y.

In article representations of workers of various organizational cultures about styles of interaction of the authoritative head are considered. Objective and subjective character of «authority» is shown.

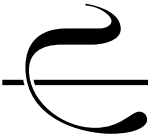
Article can be of interest for experts in the field of social psychology, psychology of management and organizational management. Research can become a basis for working out trainings directed on increase of efficiency of manager's competence

Key words: *Style of interaction, authority, authoritativeness, authority of a post, authority of the person, function of the head, organizational culture, participate organizational culture, enterprise organizational culture, organic organizational culture, bureaucratic organizational culture.*

The category of 'authority' has both psychological and economic definitions, as the leader's authority in a group stands as one of the main criteria for effective management [1, 3].

If viewed from management psychological aspect, there exist various viewpoints for the nature of authority most of them having in common its interpretation as a means of manager's influence over his/her subordinates [1, 3]. Among the definitions found A.A. Zhuravlyov's and Meskon's ones sound more interesting as they fully imply the content of other approaches. Thus, A.A. Zhuravlyov defines authority as "an integrity of specific properties reflecting the stable system of a manager's influence over the personnel" [3], whereas Meskon determines it as "manager's habitual way of behaving with his/her subordinates expressed in having influence over them, as well as promoting them for company's goals achievement" [3]. In other words, authority is specified here as a method of management or a manager's targeted influence over subordinates. However, taking authority as a method of influence, it should be noted that modes of management differ based on the economy development level with manager's authority being basically objective and property of the management personnel. Sometimes this component of manager's authority is called "authority of position". It is worth mentioning that many authors find manager's authority consisting of the following two components: authority of position and authority of personality [3].

Hence, it would be incorrect to perceive authority as a certain context for individuality manifestation. The manager's personal qualities, how essential they would be, are far from being the only factors forming the managing authority typical of a manager. These factors include the authority's subjective origin and character, and yet as mentioned above authority has got a general objective basis. Subjective factors here reveal the manager's personality, whereas the objective ones get formed under the impact of the environment. Organizational culture being one of the authority-making objective factors positively affects the authority of an enterprise manager.



Acknowledging the presence of the two components, the authority of position and the authority of personality in a manager's authority and figuring manager's personal authority as a combination of his production function and the function of regulating the interpersonal relations among his employees, one can suppose that the managers who have succeeded in refracting their style of interaction with subordinates through the prism of the company environment peculiarities, are considered to be more authoritative.

In 2004-2007 a research was conducted in 12 commercial organizations located in the cities of Krasnodar and Kurganinska in Krasnodar Territory with the aim of studying managers' authority.

The "sampling" included subordinates (deputy directors, heads of divisions) of 60 managers with a total number of 600 people, 10 subordinates of every manager.

Manager's authority study was carried out through T. Liri's interpersonal relationships diagnostic test in L.N. Sobchik's adaptation. The test revealed the predominant type of a manager's interrelations and interactions with people in self and mutual estimation process. It was provided to the sampled subordinates who acting with a group of experts evaluated the ideal authoritative manager's personality.

Upon the calculation of the scores a discogram (profile) was compiled reflecting this or that option of interpersonal relationships.

The analysis of the presentations on ideal authoritative leader's interaction style, submitted by respondents from various organizations (subdivisions) resulted in the exposure of the following style of a leader's interaction.

The I, II and III octants got the highest scores (9.5, 9.2 and 9.4 scores correspondingly). According to L.N. Sobchik, the types of interpersonal relations for these octants are characterized with predominating non-conforming tendency and disposition for disjunctive (conflicting) manifestations (III), opinion independence, obstinacy in standing up for his/her own viewpoint, tendency for leadership and domination (I and II). These features are also an indicator for a leader style of interaction through vertical hierarchy, as well as for optimism, responsiveness, high activism, high motivation for progress, hyperclaiming, swiftness in decision making. It is a reaction of the type "here and now", tendency for spontaneous self-realization, aggressive position, urge towards leading others and bending them in his/her will. The image of an authoritative leader depicted by respondents is talented with the very features mentioned.

However the analysis of the data received revealed that the descriptions of an ideal authoritative manager vary in different organizations, which is in our opinion due to organizational culture (OC) specificity. Interview held with managers made review of this supposition available.

Out of 12 organizations interviewed 5 have organizational culture of bureaucratic type, 3 of participative type, 3 of organical type and 1 of entrepreneurial one.

It is interesting that indexes exceeding 8 scores (indexes from 4 to 8 scores are characteristic of harmonious personalities) in octants correspond to the OC peculiarities. Thus, high indexes for the first octant (commanding-leading) – impatience for



criticism, didactical style of statement, urge towards commanding others, features of despotism were given to the ideal authoritative managers of organizations with bureaucratic OC (in 4 out of 5 organizations). It is worth reminding that bureaucratic OC is ruled by a strong governing body, with leadership based on the manager's authority of position, formal communications and with work depending on stable direction and manager's activism.

High indexes for the seventh octant (cooperational-conventional) indicating individuals seeking for close cooperation with the referent group, friendly relations with others sometimes exposed in compromise behavior, urge towards emphasizing his/her respect for the majority's concerns were "gained" by the ideal authoritative managers in all the 3 organizations with participative OC. In an organization with such an OC leadership is based on contacts assistance and cooperation with administration acting as a catalyst for group interaction and communication being open and rich.

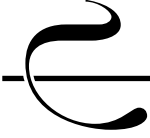
An ideal authoritative manager for the employees of an "entrepreneurial" organization, based on the manager's free initiative and personal authority differs with the optimal indication of all the interaction styles.

Authoritative manager's qualities for employees of companies with organic OC are difficult to be combined according to any basis.

The given data allow making a conclusion that for successful commitment with functional obligations a manager among other things need to have talent and skills enabling him to be flexible and "adequate" while being integrated in the company OC.

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