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### Address of the Publisher:

Nagibin Av., 13, of. 243,  
Rostov-on-Don, Russia, 344038  
Tel. (863) 243-15-17; fax 243-08-05  
E-mail: rpj@psyf.rsu.ru

### Founder Address:

Yaroslavskaaya str., 13,  
Moscow, Russia, 129366  
Tel./fax (495) 283-55-30  
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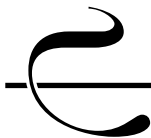
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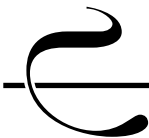
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## Our authors

### **Tshetinina Daria Pavlovna**

teacher of human resources department of the economic faculty of SFU, Candidate of Economics Sciences

*Official address:* r. 107 b. 88 M. Gorkii street, Rostov-on-Don, 344038.

*Official telephone:* (863) 267-96-48

*E-mail:* kaf\_hrm@bk.ru

### **Zinchenko Elena Valerievna**

assistant professor of personality department of psychological faculty of SFU, Candidate of Psychological Sciences

*Official address:* r.239 b.13 Naguibina street, 344038.

*Telephone:* (863) 230-32-47,

*E-mail:* el-val-zin@mail.ru

### **Tshetin Alexei Alexeevich**

teacher of the department of administrative law of Rostov Law Institute of MIA of RF, Candidate of Juridical Sciences, captain of police.

*Official address:* b. 83 Eremenko street, Rostov-on-don 344015

*Official telephone:* (863) 278-61-03

*E-mail:* repina13@yandex.ru

### **Serikov Guenadii Vitalievich**

assistant professor of social psychology department of psychological faculty of SFU, Candidate of Psychological Sciences.

*Official address:* r.236 b.13 Naguibina street, 344038.

*Telephone:* (863) 230-32-37,

*E-mail:* serikovg@mail.ru

### **Dikaya Ludmila Alexandrovna**

assistant professor of the department of psychophysiology and clinical psychology of the psychological faculty of SFU, Candidate of Psychological Sciences

*Official address:* b. 13 r. 236 M. Naguibina street, Rostov-on-Don, 344038.

*Official telephone:* (863) 230-32-37

*E-mail:* dikayapsy@aaanet.ru

### **Dichenskova Victoria Alexandrovna**

teacher of Russian language and Literature of Regional State educational establishment, secondary boarding school № 2 of Kamensk-Shakhtinskii of Rostov region.

*Official address:* b.16 of Pivovarova street, Rostov region, 347800.

*Official telephone:* (86365) 4-04-96

*E-mail:* vladd.94@mail.ru

### **Shkurko Tatiana Alexeevna**

the assistant professor of the department of social psychology of SFU, Candidate of Psychological Sciences

*Official address:* b. 13 r. 234 M. Naguibina street, Rostov-on-Don, 344038.

*Official telephone:* (863) 230-32-37

*E-mail:* shkurko@rsu.ru

### **Kovalenko Svetlana Nikolaevna**

assistant professor of the department of pedagogics and psychology of Shakhtinskii affiliate of South-Russian State University of Economics and Service.

*Official address:* b.147 Shevchenko street, Shakhty, Rostov region, 346500.

*Official telephone:* (8636) 22-20-37; 22-21-33

*E-mail:* mail@sssu.ru



**Nesterenko Irina Evguenievna**

senior teacher of the psychological department of Slavian-sk-na-Koubani State Pedagogical Institute.

*Official address:* b. 200 Koubanskaya street, Krasnodarskii region, 353560.

*Official telephone:* (8617) 22-02-67

*E-mail:* nikitanevsn@mail.ru

**Kontorovich Sofia Dmitrievna**

assistant professor of social psychology department of psychological faculty of SFU.

*Official address:* r.234 b.13 Naguibina street, 344038

*Telephone:* (863) 230-32-37

*E-mail:* Sofy-Ko@yandex.ru

**Sitdikova Svetlana Nikolaevna**

assistant of the department of pedagogics and psychology of Shakhtinskii affiliate of South-Russian State University of Economics and Service.

*Official address:* b. 147 Shevchenko street, Shakhty, Rostov region 346500.

*Official telephone:* (8636) 22-20-37; 22-21-33

*E-mail:* mail@sssu.ru

**Koshkina Veronika Konstantinovna**

the chief librarian of Information and Exposition Center of Central Universal Scientific Library named after N.A. Nekrassov.

*Official address:* 14 b., 58/25 Baumanskaya street, Moscow, 105005

*Telephone:* (499) 267-84-77

*E-mail:* Vkoshkina@mail.ru

**Moutalimova Aida Magomedbegovna**

senior teacher of psychological department of Daguestanskii State Pedagogical University.

*Official address:* b.57 M. Yaragskii street, Daguestan Republic, 367003.

*Official telephone:* (8722) 67-95-41; 67-92-68; 68-44-46

*E-mail:* aidamag@inbox.ru

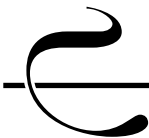
**Kret Marina Vladimirovna**

teacher of the educational center "Class"

*Official address:* 37, M. Naguibina str., Rostov-on-Don, 344038

*Telephone:* (863) 245-83-64

*E-mail:* class-plus@mail.ru



## Interview with the member of the Academy of Sciences of RAE V.D. Shadrikov

*Russian psychological society is preparing for the solemn event – the 70<sup>th</sup> anniversary of Vladimir Dmitrievich Shadrikov. He founded and leads the scientific psychological school in the field of the activity system genesis, abilities, internal human world.*

The big interest of students, post-graduate students, and teachers from different high schools, scholars from different organizations, teachers and psychologists is attracted by the books of Vladimir Dmitrievich, where his scientific achievements are reflected. He is the author of more than 200 scientific works, among them 15 monographs.

In the scientific work of V.D. Shadrikov we can distinguish the interrelated cycles of the researches. The first cycle of the researches is dedicated to the psychological problems of the activity. V.D. Shadrikov elaborated the psychological theory of the system genesis of the activity, which is reflected in his monographs: «Psychological analysis of the activity: the system genesis approach» (Yaroslavl, 1979), «Problems of system genesis of the professional activity» (Moscow, 1982, 2007), «Activity and abilities» (Moscow, 1994), «Psychology of the activity and human abilities» (Moscow, 1996). These works lay a foundation to create the scientific school in the field of the psychology of the abilities.

*The second cycle of studies is dedicated to psychological problems of the abilities.* V.D. Shadrikov created the theory of the abilities, which is reflected in the monographs: «Abilities of the man» (Moscow, 1977), «Spiritual abilities» (Moscow, 1998), «The origin of the человечности» (Moscow, 2001), «Abilities and human intellect» (Moscow, 2004), «Intellectual operations» (Moscow, 2006), «Mental development of the man» (Moscow, 2006) and others.

*The third cycle of the studies is connected to the psychological problems of the human individuality.* It includes: «Individualization of the education contents» (Moscow, 1997), «Psychology of the individuality: new models and concepts» (the editor of the multi-author book and a co-author), «Psychological characteristics of the normal man or study yourself» (Moscow, 2009), «From the individual to the individuality» (Moscow, 2009) and others.

The new, the fourth cycle of the researches is connected to the creation of system genesis of the approach towards the internal world of the man. The beginning was set up by the book «The world of the internal life of the man» (Moscow, 2005) and it is reflected in the important document «Professional standard of the pedagogical activity» (Created according to the state contract № П 242 от 11.09.2006. / Edited by Ya I. Kouzminova. V.L. Matrossova, V.D. Shadrikov. – M., 2006).



Taking into the consideration the fact that V.D. Shadrikov is the author of the contemporary permanently developing psychological school, from one point of view he is the typical national scholar, from another he is the unique personality, and we would like to know what he is saying and doing himself, to discover his image as the man, manager and scholar. In the interview we used the approved by V. Pozner form of the interview, and checked how efficient it is.

### **So, non-stop.**

#### **Questions of the students and post-graduate students**

**1. (the first year student, MPSU) How long have you studied psychology and what inspired you to write the book «The world of the internal life of the man»?**

*I've started to study psychology since 1964, when I decided to take a post-graduate course. I was interested into the essence of the man.*

**2. (the first year student, MPSU) Is there a limit for the loving soul? How do the psychologists determine the patience, loyalty and devotion to the nearest person?**

*There is a limit for everything, including the patience of the loving soul.*

**3. (the first year student, MPSU) Are there any limits to learn and understand the psychology?**

*Kosma Proutkov said: «One cannot embrace the unembraceable». Psychology of the man represents the Universe and we can study it during the whole life span.*

**4. (The first year student, MPSU) In order to learn psychology, is it enough to read different books and text-books?**

*Psychology is not studied by books and textbooks, but, in practice of studying other people. Psychological science only helps this.*

**5. (the fourth year SUU) What are you working under now?**

*I continue to think about the world of the internal life of the man.*

**6. (the fourth year RUDN) What do you consider as your achievements in the psychological field during the last 5 years?**

*I am quite satisfied with them.*

**7. (post-graduate student, MPSU) What do you find surprising in the scientific periodicals in psychology?**

*Nothing is able to surprise me in psychology and the life as well.*

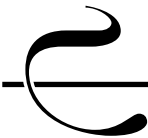
**8. (post-graduate student, MSIIR) What are the brightest memories about war?**

*The broken jar with honey (I was three years old and honey cost very expensive and it was very uncommon).*

**9. (the first year student, MSIIR) Why don't you consider in your new book «Psychological characteristics of the normal man » the evolutionary concept of the personality?**

*I do leave it a large space, the attention is concentrated upon the evolution of regards upon the essence of the man in different periods of time. It is expressed in the analysis of the sources related to different periods of the civilization development. The ideas of this book intersect with the monograph «The origin of the humanity».*





**10. (post-graduate student, MPSU)** Do you think it is necessary to learn, it is necessary to teach children intellectual operations from preschool age?

*I believe it is possible but the education must correspond to the age, it means the education must be organized as the activity, planned so that its realization suggested forming certain intellectual operations and the teacher must clearly understand what he wants but the children mustn't be aware of it.*

**Questions asked by teacher and scholars**

**1. (corresponding member RAE Karpov A.V., YASU)** what particularities will be typical for the psychology in fifty years?

*The same as they exist now- the desire to understand the human individuality. Here there is the hidden danger – the possibility to manage the man's behavior. This ethic problem must be solved by the psychological society.*

**2. (corresponding member RAE Karpov A.V., YASU)** Is there a main question in psychology as it exists in philosophy?

*Such question, I believe is the question: «What is the man»?*

**3. (member of the Academy of Sciences RAE Moukhina V.C.)** Who were your teachers?

*Among people who had a great influence upon me, each in his own way, I'd like to name Vassilii Stepanovich Filatov, Boris Fedorovitch Lomov, Dmitrii Alexandrovitch Oshinin, Ksenia Alexandrovna Aboulkhanova and Evguenii Pavlovich Ilyin.*

**4. (Professor Savenkov A.M.)** Is the spiritual talent connected to the intellectual one?

*Yes, of course, the intellectual talent always demonstrates itself against the blackcloth of some suffering, spiritual state which is characterized by the broadening of the conscious, active process of the inclusion of the truth coming unconscious, energetic activation, personality harmony, distortion of the contradictions with the environment or blockade of this contradictions, internal balance, positive regard upon the life and others. The integration of the intellect and personality spirituality gives birth to the spiritual abilities.*

**5. (Professor Savenkov A.M.)** Is there a genetic dependence in the development of the spiritual talent?

*Genetics, as it is known, determines natural abilities. The personal spirituality is the result of the assimilation of the culture and social norms of the behavior.*

**6. (Professor Shemet I.S., RSU)** What do you expect from your pupils? I'd like them to be satisfied with their scientific research.

**7. (Professor Kholodnaya M.A., IP RAS)** Is it possible to say that the introduction of the notions «mental world» and «mental development» will lead to the transformation of the subject of the psychology revision of bases of the traditional psycho diagnostics?

*It seems to me that the understanding of the essence – these are abilities, it must lead us to the revising of the traditional psycho diagnostics of the abilities.*

**8. (Professor Kholodnaya M.A., IP RAS)** Is it correct to treat personal qualities (goal-orientation, altruism and others) as abilities?



*Personal qualities are an independent category. The fundamental sign of the abilities is the presence of the functional system, realizing mental functions. Looking at this essential symptom, we can say that there aren't only cognitive abilities, but there are abilities as desires for achievements and feelings.*

**9. (Professor Kholodnaya M.A., IP RAS)** How can we correspond such notions as «intellect» and «abilities»?

*In my view, the intellect represents the systematic display of the cognitive abilities, for them intellectual abilities play the role of the general factor (general abilities), having a great influence upon other abilities. The talent is the display of the intellect in connection towards the concrete activity.*

**10. (Professor Kroupnik E.P., MPSU)** What is the secret of your long term and fruitful creativity?

*My mother and father are here to "blame" and conditions of my life.*

**11. (senior teacher Boulanova O.V., MPSU)** What do you say when you praise your son or your granddaughter?

*Well done!*

**12. (senior teacher Boulanova O.V., MPSU)** Are you planning to republish a very important and necessary for the educational system book «Cognitive processes and abilities in the education». Are you a scientific editor there?

*I'd like to, but I'm not planning now. There is a desire to create the collective of the authors to write a basic text-book in psychology.*

**13. (Professor Petroushin V.I., MPSU)** What is the main thing for overcoming the crisis – economics or personality and its freedom?

*The man, who stays at different economic and public and political structures, as Professor Preobragenskii said in «Dog's heart»: «The disruption – it is not an old woman with a staff. The disruption is, first of all, in our minds». We can say the same about crisis.*

**14. (Professor Morosuk S.N., MPSU)** In your opinion: what is the «Psychological portrait of the real scholar»?

*The honest man interested in a certain idea and prepared for the scientific research.*

**15. (Professor Morosuk S.N., MPSU)** You've got a lot of pupils, how does it happen the meeting between the teacher and the pupil, how do you determine "this is my pupil"?

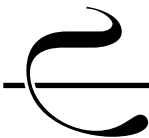
*This is the secret. Perhaps, the pupil must be a bit in love with the teacher.*

**16. (Professor Issaev D.N., MPSU)** How do you manage to cope with scientific and pedagogical activity with the important organizational and management activity?

*It is difficult.*

**17. (assistant professor Tallina O.A., MPSU)** How do you see the future of your theory of the abilities?

*The concept of the activity system genesis found its successors. The theory of the abilities we are going to apply for the development of the schoolchild intellectual. It works well. I hope to introduce the theory into the practice of the development of the abilities using this research.*



**18 (assistant professor Stukhina G.A., MI MIOE)** What is the difference of the functional psychological system of the activity from the model of the functional psychological system of the abilities?

*Creating the theory of the abilities, we proceeded from the principle formulated by S.L. Roubinshtein, about the fact that the mental functions are родовым forms of the activity. From this point of view, the functional system of the abilities is described as the functional system of the activity. This is the isomorphism of the system of the activity and the system of the abilities allow the latest at the basis of dominating motivation integrate into the whole.*

**19. (Professor Souvorova G.A. and Professor Voronin A.N., IP RAS)** In your studies dedicated to the activity psychology and man's abilities. You establish a point that the cognitive operations as the operational mechanisms of the cognitive abilities and distinguish cognitive actions as the first and second level of the integration. What is integrated in the cognitive actions at different cognitive levels?

*The proposed understanding of the structure of the abilities (the reader can find in details in my monograph «Mental development of the man». – Moscow: Aspect Press, 2008) let us advance a hypothesis about integration of the abilities in the action, because their structure is unique and similar to the structure of the activity. In fact a great number of the abilities exist in the unique structure of the activity, which multiplies in the structures of the particular abilities. Ontologically this unique structure is realized by the brain, and is functionally determined by the goal of the activity and its motivation.*

**20. (Professor Baranovskaya T.A., SU-HSE)** Do you think that nowadays we overcame the gap between “dispositions and abilities”?

*As I believe in our system this problem is solved. The abilities aren't formed from dispositions. The abilities and dispositions are characteristics: first ones – the characteristics of the functional systems, realizing particular mental functions, the second ones- the compounds of this system. That's why we can speak only about the development of the “things” having these characteristics. We can also consider dispositions as genetic programs, determining the development of the functional systems, realizing particular mental functions. Even in this case we can say that abilities are formed at the basis of the dispositions, because the functional systems will develop, and dispositions, regarded as genetic programs, together with the environment will manage this process.*

**21. (Professor Souvorova G.A. and Professor Voronin A.N., IP RAS)** What do you mean when you say that the creation and development of the mental functions simultaneously emerge as the integration of the intellect?

*So, as I understand the intellect as the systematic display of the cognitive abilities, where the intellectual abilities are the general factors (general abilities) having impact upon other abilities. The functional systems realizing particular cognitive processes determine the particular cognitive abilities. In whole they represent the functional system, which is the natural basis of the intellect.*

**22. (Senior teacher Abramova M.G., MPSU)** Why is it impossible to buy your book written together with Nizhegorodtseva «Psychological and pedagogical readiness of the child for school»?



*You can't buy it, it is out of sale. We enjoy this. It testimonies, that it is in demand, that's why we think about its republishing.*

**23. (Assistant professor Danilchenko S.L., MIOE, SU-HSE)** Does Russian society need a twelve year school?

*It depends on the structure of the secondary and professional education. Twelve year school allows to free from a number of questions which should be studied the professional school. But taking into consideration that the secondary education is universal, the twelve year school can give a higher level of cultural development for all youth. I'd like to underline once again that the question of the twelve year school can't be considered separately from the whole system of the education.*

**24. (Assistant professor Gavrilova L.V., MPSU)** How do you see the perspectives of the individualization of the high school?

*At high school each student must study according to his own individual program, realizing his abilities.*

**25. (assistant professor Gavrilova L.V., MPSU; Maisourdze M.O., the deputy director of SEI SS № 107)** In the first forms of the primary school they cancelled the notes. Is it reasonable, from your point of view?

*We know very well the difference between the notes and evaluation. The man from the moment of the birth is developing orienting to the evaluation given by parents, classmates, teachers and etc. Without evaluation there is no goal-oriented development. The note is a private case of the assessment and it is very bad, when notes substitute the evaluation, but it is more dangerous, when, canceling notes, we really cancel the evaluation.*

**26. (the member of the Academy of Sciences RAE Doubrovina I.V.)** When you speak about personality's abilities, don't you leave out in the cold the desire to understand the social relations and their nature?

*In our understanding the personality's abilities – it is, first of all, the perception of the social aspects of the being. The abilities of the personality determine the social success and quality diversity of the social cognition. As G.M. Andreeva underlines, the process of the social cognition is much more complicated than understanding of the physical world. The process of understanding the social world is connected with the perception of its sense, social cognition is the understanding of strictly undetermined world. These are personality's abilities which support this process.*

### Questions according to Marcel Proust

**1. What is the happiness for you?**

*Being myself.*

**2. What is the unhappiness for you?**

*When you force yourself to do something..*

**3. What are you sorry about?**

*About the fact that I had to combine the scientific activity with the organizational one.*



**4. When do you lie?**

*I try not to do it, when it is a white lie.*

**5. if you could start the life from the very beginning, what do you want to be?**

*I would be a psychologist again.*

**6. What are you interested in? What is your main achievement?**

*In life these are my students. In science – the concept of system genesis of the activity and theory of the abilities. In education-keeping the best qualities of the education of the soviet period (general and professional).*

**7. What would you ask, if you caught a golden fish?**

*Health for my relatives.*

**8. What are you afraid of?**

*I'm afraid not to have enough time to prepare the granddaughter for the big life.*

**9. What is the main feature of the man and the woman?**

*Honesty.*

**10. What action (or disadvantage) which you can forgive?**

*I can forgive everything because the man is very weak.*

**11. What don't you like in yourself, and you do appreciate?**

*It is difficult to say, but the thing that I appreciate this is honesty.*

**12. What is your favourite film star and the film?**

*The film «Officers». The main character is the lieutenant of tsar's army, who says: «There is such a profession to defend homeland».*

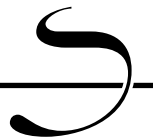
**13. When will you say standing before the God?**

*Lord God, forgive them because they don't know what they are doing.*

**Dear Vladimir Dmitrievich! Thank you so much for your detailed answers.**

**The interview was carried out by:**

*The chairman of MPS D.B. Bogoyavlenskaya,  
head of the department of MPS  
«Psychological consulting»  
Professor G.A. Souvorova.*



## PSYCHOLOGY OF ORGANIZATIONAL ACTIVITY

**Shetinin A.A., Shetinina D.P.**

### Personnel management in the state authorities: social and psychological determinants

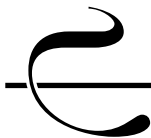
*The problem of work with the personnel is one of the most topical directions for increasing activity efficiency in any organization, commercial as well as the state one. Besides in the second case it is necessary to pay the attention to these issues, taking into consideration the particular conditions of the state employees' duties, the specific features of their motivation and functions. The article deals with some determinants of HR management in the state authorities, the particularities of HR management at the level of HR departments, leaders and employees. They draw attention to the role of the ackmeological and socio-psychological factors in the improvement of the professional training of the public sector workers.*

**Key words:** staff management, public sector workers, social and psychological characteristics.

The top managers of the commercial firms have already appreciated the need to work with the personnel; they are ready to pay for the expensive seminars and trainings for human resources management. Today, in many successfully developing and large commercial companies there is a department or at least one employee whose work doesn't only consist in writing the necessary papers, accompanying admission of the new employees and their promotion to the new positions, but taking measures for creating such a climate in the organization that workers have the desire to solve the problems, which they face. This issue is touched upon in the works of many national and foreign authors (Badalov L.M., Zuzin D.I., Mitchell G., Moshkova I.N., Malov S.L., Moshenko A.V., Sigov I.I., Shakhova V.A. and others).

However, the questions, dedicated to the HR management in the state organs, are still discussed at the departmental meetings and special courses of the lectures. In the different spheres of the public service they also create departments of HR management, the departments of the educational work, psychological services and etc., the main task of which is the work with the staff, however, their activity is very often built upon the old principles, inserted by the soviet bureaucratic system, and the normative basis of their activity is penetrated by the formalism and demagogy, which is demonstrated by their inefficiency, when the real work with the public employees is replaced by writing the required reports.

On one hand it can be explained by the particularities of the state service, the secret regime in the particular spheres, on the other hand by the fact that the state employees are a part of the society, which is impossible to consider as a particular cat-



egory, correspondingly, the main laws and principals of the work with the personnel in this sphere are similar to those which are used in the different organizations. Thus, at any public organ there is an HR department, however, for the variety of the reasons of the organizational, technical, personnel, and financial character, its functions are enough limited, though they are in principal called to build the unique system of the personnel management, including employees' training, and the assessment of the results of their work, and measures, directed to the creation of the certain corporate culture of the organization and psychological support of the work at the level of the collective, as well as a particular state employee. We don't speak about the creation and application of the system of the efficient material and non-material stimulation, real creation of the personnel reserve (when they promote really experienced, merited employees, independently of the interrelations with the chief), the work with conflicts in the frame of supporting the optimal socio-psychological climate in the organization. At the soviet time, the ways to have an influence upon the employees are quite few— bonuses (besides the sums of the money rewards look funny enough), non-material rewards (honorary diplomas, messages of thanks) and, correspondingly, critical remarks, reprimands, demotion and different ways of the dismissal (these methods, of course, aren't related to stimulation, they are repressive ones).

As a rule, the decision of all these above mentioned problems lies upon the shoulders of the heads of the structural divisions (departments, administrations). That's why it is of significance that the leader understands the role and the purpose of the personnel department at the administration of the state body, makes his work with the help and regard of the recommendations. So, the personnel service mustn't be the only technical appendix of the managing body, occupied by the organizational and documentary work, they must more actively help to the management of the state authority in determining its politics, to plan staff promotion, to deal with the problems of the interpersonal relations, to improve the style of the employees' work and many other questions.

The complex analysis of the objective, organizational, functional and socio-psychological conditions of the activity of the employees of the state authorities, including force structures testimony, that the state service is the one of the most "deforming", «marginalizing» and psycho-traumatic types of the professional activity. Due to the impact of the conditions of the state service upon the man the functional and professional factors are of the great importance, the organizational regulation of the activity, and if we speak about law enforcement agencies— at the highest degree «aggressiveness» of the professional environment [5].

All the above mentioned requires the improvement of the emotional, will and motivational components of the activity, and the psychological readiness of the people to counteract and to adapt to these weighing factors at the account of creating the emotional and will stability of each employee being aware of their personnel qualities.

The tense organizational, intellectual and emotional situation permanently accompanying the activity of the public sector workers, leads to the cases psychological failures and mental diseases. The need of the timely revelation and prevention of such



factors are only possible in the conditions of the constant psycho diagnostic control, especially of those employees who fulfill their duties in the complex, extreme conditions (military men, officers of the law enforcement agencies and others).

Besides, the frames of their duties limit the freedom of the development in the professional and personal plan, which can lead to the transfer from the literate to the competent specialist in other spheres of the activity, what usually happens to people who achieved some mastery. That's why in a number of cases a lot of people only consider the public service as a good stepping-stone for the further career; it is extremely inefficient model for the public service.

The core structural reform of the organs of the personnel management at the state authorities, changes and appendixes of their functions became the tasks of the primary importance at the moment, requiring legal, scientific, methodic and organizational decisions. The important compounds of the personnel management at the public service are formed according to the levels of the management system of the state service of Russian Federation. It is created at the federal level, at the level of the subject of Russian Federation and at the level of the state authority. The key element of this system is HR department of the state authority.

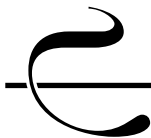
Until the HR policy of the public service isn't exposed to real, informal changes, they won't adjust sufficient organizational and methodic help to HR departments, on the part of Presidential Administration and Government of the Russian Federation, – what kind of people manage and work in the concrete department of the public service is of the great significance for the HR work.

In this connection, the training and the advanced training of the public workers come to the foreground with acquiring necessary for the productive management psychological features, which let effectively realize the assigned tasks. The mistake in the orientation of state workers towards getting economic and legal knowledge consists in the fact that it is not enough to have only them in Russia. One of the most important components is the psychological knowledge, the role of which is not taken into consideration in practice. They ignore the particularities of the mental state of the society, the defeat of the considerable parts of the population by mental diseases, without taking into consideration regional particularities of the development: traditions, morals, people's opinions, and their social well-being. This is, in our view, one of the most significant factors which influence public and legal development of Russia.

The employees of the public service have to meet the certain requirements in personal and professional plans: consciousness, social disposition and permanent inclusion into the process of the self-assessment and decision making, achievement motivation and other internal determinants, which determine realization of the man's creative potential.

The particular attention while choosing candidates for the public positions we should pay to the social particularities, which provide their successful interaction with the team, with the population and each person. The studies and regard to the acknowledge and socio-psychological factors are the important sources of improving the professional training of the public sector workers.





In the scientific works and for the man in the street the public sector employees is the particular category of the people who are characterized by certain psychological personality features, the tasks which they put forward the state employees must be realized before the level of the professional training, because just at this very moment they build the perception of the moral values, which occupy the first place when they serve to the state and society, it is related to the group of general civil principles. Corresponding researches were carried out by the ackmeological and psychological departments of the professional work of Russian academy of state service under the President of RF in the secondary institutions [2]. The result of the experiment show that the public worker development as the subject of the professional activity is of the primary importance, the mental layers, which build the personality basis, providing the entity and stability of the structure, give social importance to professional attitudes. Among them we can mention Self- concept of the state employee. That's why at the stage of preparing for professional training it is recommended to study the particularities of the development of Self-concept of that personality, whether they suggest in the future professional activity in the system of the public service [5].

Certainly, we aren't dealing with «caste of the state employees », or even about people who do not meet the requirements for the state service, it will contradict to the art. 32 of Constitution of RF, which declares the equal access to the state service for all Russian citizens.

But however one of the most important aspects in the system of the psychological preparation of public sector workers is finding out vocational aptitude or its absence of the specialist, put in for the job, and establishing the requirements for the candidates. From the legal point of view, to find such criteria is extremely difficult. For example, the law «About Police» points out, any citizen as able to become the Police officer, who has the required personal and business qualities to fulfill the duties. This formula is rather general; its application is rather difficult. The solution of this problem we see in fixing at the legislative level the need of passing universal psychological tests, what is regulated by the departmental normative legal acts at this moment. It is very important to take into consideration the human factor, whether the specialist is loyal to the profession ideals and competent from the point of view of the professional knowledge.

The starting position of the management is the skill to put forward the goals and involve the workers into their realization. The difficulty consists in the fact that the goals of the public service do not always coincide with the life purposes of the individuals.

At present they noticed the positive tendency in RF, testifying that the specialists have the possibility to make a career at the public service, making some efforts, constantly developing, improving themselves and following the professional principles of the public service. But the conservative traditions of the soviet period, connected to the career promotion by the decision of the higher authority make serious psychological troubles to the contemporary public service workers. Thus, according to the scholars of Russian Academy of Public Service under President of Russian Federation, one of the essential factors of the fruitful activity of the public service workers is their successful



career. The most part of the public service workers aren't sure of the possibility of their possible promotion due to their hard work and development of the professional qualities, which places the psychological obstacles for the effective work and professional growth. Besides, the satisfaction of the public sector workers by their social and business position of the expert is determined in the limit of 10-13%. If there is a well-functioning system of the career planning and development in the organization, then it doesn't only provide the achievement of the corporate goals, but simultaneously supports the stability of the employees, which is favorable for the creation of the business atmosphere [7].

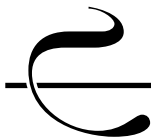
Psychological particularities of the public service employees training of RF, are caused by a complicated character and particularities of the state social set-up, exposed to the reforms. Now there are no objective prerequisites of the confidence of the public service employees in their future and specially created conditions for the well-being. The internal (personnel) and external (well-deserved material situation) is able to create the positive image of the chosen profession and ethic principles, which are general civil group of the principles of the work and in total serve as the sound foundation for the efficient fulfillment of their duties in strict adherence to the law.

In the situation of the increased social responsibility and required initiative of the public service workers in Russia, the significance of the ways and forms of the efficient activity management and the public workers behavior is rising.

At that moment the sociological studies show, that the main motives of choosing the public service are the personal factors— the guarantee of the permanent work, stability of the situation, the desire to realize their professional qualities and improve their financial position, the desire to have large contacts, which can be useful in their life, the desire to occupy the prestigious place in the society [6]. Socially important motives of the professional activity (the desire to bring the benefit to the society and the state) aren't so important for the employees.

The reform of the system of Russian Federation, and first of all the system of HR management, must be designated to reorientation of the public workers' behavior.

In this direction we consider the most effective the socio-cultural model of HR management [4]. The management through the organizational culture let us use the possibilities and advantages of the socio-cultural factors. The concept definition of the state service mission (the main function), improvement of the cultural professional activity of the workers, the use of self-organizing technologies: traditions and rituals, interpersonal communications, ways to have an influence upon the organizational behavior, to support in order to organize work standards for the state employees. The socio-cultural context of the behavior is supported by the indirect methods of the influence, uses resources, abilities and creative potential of each employee. In this case the basis of the staff management is the stiff, tight determinants in the form of the direct influence and the organizational culture as the complex of the institutional and moral norms and regulators, which acquire the particular meaning for the professional activity and the organizational behavior in the public sector. The cultural motivation of the behavior differs by conscious, non-rigid activity style. They take into consideration



personal and group particularities, based upon social norms, accepted by the majority of the members of the organization and that's why more effective.

One of the most ineffective aspects of the contemporary HR management of the public authorities is the technology of assessing the effectiveness of the activity. The ways and methods of assessing the results and efficiency of the activity have the final task to support of the workers' positive motivation to work [3]. In the public sector the real achievements and results of the employees' work are very often underestimated, in comparison with unreal far-fetched and falsified reports and indices of statistics, that finally makes resort to law violation in order to create the outward appearance of the positive work dynamics of the department.

The aims of the activity must be determined, keeping in mind – strategic postulates – activity mission, and also taking into consideration technological and resource opportunities.

Summarizing briefly, we can distinguish several goals, their realization will allow significantly increase the efficiency of the personnel work in state authorities and increase the level of the employees' professionalism.

Firstly, in the system of state apparatus they should create the competitive environment introducing the contemporary technologies and highly-innovated management, besides they could attract some commercial firms, able to fulfill some functions. To achieve this they should create an open competition while recruiting the personnel at the public service, by informing broad masses about recruitment companies, прозрачностью процедуры приема на службу, form HR departments inside state authorities, which will be oriented to give the information to young people about the career possibilities of the public service, the recruitment of the talented youth and their inclusion into special educational programs, which will stimulate the public service employees to increase their professionalism.

The first goal may be effective only at the background of enhancing prestige of the public service, creating in the society to go to the public service. This suggests improvement of the public status of the state employee, the possibility to receive the education, which must be given only to those who were accepted to the public service, deserving material reward, stability of the public situation, including the special system of the real social guarantees, applying other ways of stimulation (the system of the state rewards, using the system of the credits, loans and etc).

Thirdly, it is necessary to keep in touch with the civil society, to create the two-way communication and deep involvement of the state authorities and broad masses into forming the normative acts, regulating the public service activity, openness and controllability of the process of state management of the public institutions, introduction of the external opinions while assessing the individual activity of the public sector workers, and also really functioning system of informing the leaders about the subordinates with the help of the appeal, citizens' complaints, «hot lines» and « telephone emergency service ».

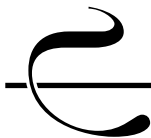
We would like to underline in conclusion that the goals and principals of the personnel management in the public authorities require coordination of the work, at the



federal level as well as at the level of the subjects of Russian Federation, and also at the level of the concrete state organ.

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**Shkurko T.A., Zinchenko E.V., Serikov G.V.**

## The urgent questions of the practice of psychological help' rendering in a hard life situation

*The review of the materials of IV International scientific and practical Conference «The Emergency psychological help in hard life situations» in Astrakhan on October, 2-4, 2009 is presented. The main theoretical and practical aspects of psychological help' rendering in hard life situations are observed.*

**Key words:** *the emergent psychological help, hard life situations, trust, a telephone hotline, the subject of helping professions.*

The IV International scientific and-practical Conference «The Emergency psychological help in hard life situations» took place in Astrakhan on October 2-4, 2009. The practical psychologists and the psychotherapists, the volunteers and the supervisors of telephone hotlines (TH), the teachers of High school have taken part in its work. The program of Conference included plenary session, work of five sections and 15 master-classes on various subjects. The main directions in the work of the Conference were: 1) methodology and the theory of the emergency psychological help in a difficult life situation; 2) features of the psychological help to different categories of clients (family; children; the persons who survived an extreme situation); 3) improvement of professional skill and preventive measures against emotional burning out of the experts.

At the plenary session methodological and theoretical reference points of emergent psychological help' rendering in difficult life situations have been designated, the international experience in this area was presented. The President of National fund for children' protection from cruel treatment M.O. Egorova (Moscow) based her report on the concept of dialogue. She has emphasized, that the crisis situation affects the basic contexts of any person' life and that the real opportunities for its overcoming lay in the sphere of dialog. O.A. Eldyshova (Astrakhan) has analyzed different kinds of the situations as the field of work for advisers of T.H. Skovoronskaia (Moscow) has shown the role of TH in the system of social protection of the childhood. N.G. Mjasnjankina (Astrakhan) has presented paper on auto-and mutual aid of experts of TH. O.V. Moskovtseva (Kharkov) has informed listeners about features of work of TH in Ukraine.

In the work of the section «The Emergency psychological help in difficult life situations: methodological and applied aspects» the discussion on the problem of trust as the special psychological phenomenon in telephone consultation was a key moment. Reports of E.V. Iljashevich (Astrakhan), E.V. Kokoreva (St.-Petersburg) have been devoted to this problem. In them kinds of trust and a position of an adviser and a client during

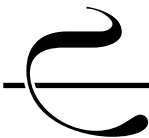


confidential dialogue have been considered. E.V. Zinchenko (Rostov-on-Don) presented results of her empirical research of features of trust, self-disclosing and empathy of volunteers of a telephone hotline. According to the obtained data, they looked high empathic, are capable to cause the frankness, show the raised level of trust and readiness for deep self-disclosing in comparison with other subjects of helping professions. Participants of this section discussed with interest the basic clients self-disclosing themes, including items of intimate and existential character which have been presented in the reports of A.N. Guseva (Astrakhan) and T.V. Praksina (Vladimir). O.V. Zajchikova (Moscow) has told about experience of conducting interventions and has named criteria for crisis reference of the clients. The second section «The Emergency psychological help to the children in difficult vital situations» concentrated its work on rendering of the emergency psychological help to teenagers (N.G. Tormosina (Stavropol); K.V. Jashina (Orel); I.A. Vikulova (Cherepovets), to children-invalids N.N. Kozlova (Novokuznetsk), also a situation of the risk of a suicide was considered. During the work of this section problems of rendering of psychological help to children-orphan and the families having children with deviations in development, questions of preventive measures against teenage alcoholism were also touched. Master-class of O.E. Ananieva (Almetyevsk) has been devoted to preventive measures against the use of stimulating substances among youth.

During the work of the section named «The Emergency help to families in difficult life situations» the participants shared their experience concerning consultations on family problems (T.A. Shorikova, (Nizhniy Novgorod), including experience of psychological support of young families (O.B. Zyuzin, (Astrakhan), children from reception families (I.K. Hanasjuk (Murmansk), children-orphan (T.N. Zubkova (Astrakhan), children of alcoholics K.N. Rybalkina (Astrakhan), children-victims of cruel treatment O.V. Bobretsova (Arkhangelsk). Participants of this section discussed the main points concerning consultation of the families in the situation of divorce. The psychological help to incomplete family was also discussed.

The section «The Emergency psychological help to the people in extraordinary circumstances» attracted a lot of the participants. Within the framework of this section questions of psychological consultation in a situation of losses (T.B. Shchekuteva (Moscow), methods of the psychological help to people in an extreme situations I.N. Rjazanova (Moscow), opportunities of the psychotherapy in the treatment of PTSD I.V. Kushnikova (Alapaevsk) were discussed and also experience of the psychological help to the co-dependent women V.N. Bojko, (Astrakhan) and to bilingual children and children-migrants V.J. Chanina (Astrakhan) was presented.

For any person in a difficult life situation a problem of search for additional internal and external psychological resources is especially acute. This problem was simultaneously discussed during three following master-classes. E.V. Zinchenko (Rostov-on-Don), I.S. Jakimanskaja (Orenburg) at their workshops have shown opportunities for application of integrative art-therapeutic approach in the work with traumatic experience. They used techniques of work with color, figures, toys, cards. I.S. Petronjuk (St.-Petersburg) has shared her experience of working with teenagers.



At master-class of A.V. Vikulov and I.A. Vikulova (Cherepovets) psychologists had an opportunity to get acquainted with the theory and practice of work with losses (object, subject, relations). The important discussion as to necessity for any adviser to work through his or her own experience of losses also took place. The rendering of psychological help for persons in difficult, crisis, extreme situations makes special demands not only to professional competence but also to the very person of the expert who is carrying out given work. The central component of the help to the person in crisis situations is the emotional support, sympathy, emotional contact. All of them are connected with personal resources of the expert and have to do with the problem of emotional burning out. Three master-classes – J.J. Derjagina (Ekaterinburg), V.J. Dmitrieva (St.-Petersburg), I.N. Rjazanova (Moscow) – and section «The psychologist for the psychologist: personal and professional growth of experts of helping trades» have been devoted to this problem. Several reports concerned preventive maintenance and overcoming of emotional burning out of experts of helping trades were presented. In the report of T.A. Shkurko (Rostov-on-Don) the so called “supervising behavior” as one of the basic characteristics of the subject of helping professions was discussed. Social psychology research carried out by her has revealed that the core element of the structure of social needs of women who were professional psychologists was the need for the self control and for control of others. T.A. Shkurko has shown that it was necessary to develop the special trainings for the subjects of helping trades aimed on overcoming supervising forms of behavior. She told about the program of Dance Expressive Training and carried out the master-class introducing participants with its elements.

In the report of G.V. Serikov (Rostov-on-Don) the opportunities of psychodrama (as a kind of group psychotherapy) for working through the advisers’ own internal conflicts, problem situations, fears and anxiety were revealed. The reporter underlined that this became possible because psychodrama allows to work with so-called «an additional/surplus reality», the reality of our imagination, imagined dialogues and the fears connected with the future, with what that really took place in the past and with what that didn’t take place or could not happen at all.

A kind of practical elementary introduction to the psychodrama methods was carried out by O.V. Moskovtseva (Kharkov, Ukraine) within the framework of her master-class.

S.V. Mjasnjankina has offered for discussion the problem of secondary trauma of an adviser during supervision.

Two more reports have been devoted to the questions of the preparation of experts for rendering the emergency psychological help. A.A. Kamin has told about adaptation in Russia the international experience on training experts in the field of preventive measures against violence directed to children. M.A. Balakin has informed on features of the organization of the psychological help with volunteers. At three master-classes devoted to supervisions’ questions (N.A. Eshtokin, Rostov-on-Don; J.A. Ionov, (Tuapse); J.V. Shchukina, E.A. Chursina, (Moscow) the participants of the



conference could expand their experience of carrying out supervisions' sessions and discuss principles of the organization of this kind of mutual help, its structure and the basic stages. A.A. Kamin at his master-class has offered an author's technique for the express diagnostic of a conflict situation and presented for experts the classification of the methods of conflict management.

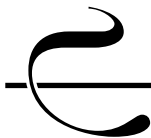
Interest of participants was also caused by the master-class of M.V. Vershinin (Samara) who has discussed social psychology mechanisms of attraction of members in destructive cults and has acquainted experts with the basic stages and methods of working with relatives and persons who suffered from activity of such cults and sects.

In conclusion it should be said that conference once again has demonstrated both an urgency of the problems connected with the rendering of psychological help in hard life situations and a high level of professionalism of the experts in this field.

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Dikaya L.A.

## Conference “Counteraction to the ideology of the extremism and terrorism in the frame of the realization state youth policy”

*This article represents the analytical review of the main directions of work of the scientific conference «Counteraction to the ideology of the extremism and terrorism in the frame of the realization state youth policy», organized by South Federal University, National Anti-Terrorist Committee of RF, Anti-Terrorist Commission of Rostov region, South department of RAE, South (Rostov) regional department of Russian psychological society with the support of Frontier scientific center of FSS of RF and held on the 12<sup>th</sup> -14<sup>th</sup> of October 2009 in Rostov-on-Don. In the course of the conference the social, political, psychological and economical sense of the terrorism as the public phenomenon was analyzed. They characterized the main particularities of terrorist communities in the South of Russia; the particularities of social and psychological genesis of the terrorism in South Federal region were discovered.*

**Key words:** counteraction to the ideology of the extremism and terrorism, tolerance, educational politics.

On the 12<sup>th</sup>-14<sup>th</sup> of October 2009 South Federal University, National Anti-Terrorist Committee of RF, Territorial Anti-Terrorist commission of Rostov region, South department of RAE, South (Rostov) regional department of Russian psychological society with support of RAE, Frontier scientific research center of FSS of RF carried out the scientific conference «Counteraction to the ideology of the extremism and terrorism in the frame of the realization of state youth policy».

*The goal of the conference is to exchange the experience and create the suggestions how to form scientific and methodical basis for the counteraction to the ethnic and confessional factors and others, which expand the ideology of the terrorism, and prepare the suggestions about the methods and contents of the informational and propaganda impact upon the population.*

300 scholars and specialist from Rostov-on-Don, Moscow, Belgorod, Astrakhan, Adygeya, Volgogradskii region, Dagestan, Ingushetia, Stavropolskii region, Krasnodarskii region, North Ossetia, Chechnya, Abkhazia, South Ossetia, the Kabardino-Balkar Republic, the Karachayev-Cherkessian Republic took part in the work of the conference. The conference took place in Rostov-on-Don as the capital of SFR, the place wasn't chosen by accident. As Ilyin E.P, the first deputy of the chief of staff of National Anti-Terrorist Committee, co-chairman of the conference, underlined in his welcome address: «From one side here there is large conflict potential, provoking the growth of the terrorist threats, and from the other side, here the maximum experience of the *counteraction to the ideology of the extremism and terrorism is accumulated*». More than one hundred peoples and nationalities live on the territory of Rostov region. Rostov region occupies the third place according to the number of youths who study at different educational institutions. The dean of the psychological faculty of SFU, correspondent member of RAE, Doctor of biological Sciences, Professor Ermakov P.N. (Rostov-on-Don) emphasized, that SFR is the unique region of RF,



where the fraction of people under 30 years old in quantity exceeds the fraction of people over 30 years old.

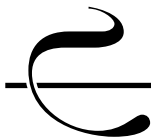
In the frame of the conference five plenary reports were read, eight sections, four round- table conferences; six mater-classes were held.

In the course of the conference they analyzed social, political, psychological and economic essence and bases of the terrorism as the public phenomenon. They characterized in details terrorist communities in the South of Russia; they revealed the particularities of the social and psychological genesis of the terrorism in South Federal region of Russian Federation.

In his plenary report «The current problems of the counteraction to youth involvement into terrorist activity» the first deputy of the chief of staff of National Anti-Terrorist Committee Ilyin E.P. (Moscow) underlined, that the main part of the enlisted men of the bands, the young people become the objects of the recruitment, because they are very sensitive to the ideological impact, they are exposed to maximalism and radical moods. «The imposed by the extremists the system of regards is attractive for the young people by virtue of simplicity and unambiguous postulates, promises, the possibility to see at once the results of their own aggressive actions. The need of the personal participation in the complicated intricate process of the economic, political, social development which are quietly substituted by the primitive appeals for the complete destruction of the existing moral principles and replacement by Utopian projects», –as Ilyin E.P. remarked. «In conditions typical for the republics of the North Caucasus, – the reporter continued, – the ideological and religious disorganization, social exposure to damage, unemployment, sometimes having mass character, decrease of the authority of the powerful and official religious structures, corruption, gens kind of the relations, complicated hierarchy of the internal social organization, the real alienation of the large part of the population, particularly youth, from public and political processes, high level of the criminalization, extremist ideas, which suggest decisions of the most complicated problems, they find very often the nourishing environment».

The main task, Ilyin E.P. believes, that «on the background of saving and strengthening power compound of the fight against terrorism and concrete terrorist acts in order to increase cardinaly the efficiency of the counteraction to the ideology of the terrorism, it is necessary to put reliable barriers on the ways to enter the public conscious. The final goal of this work is to change the legal psychology of people, to achieve the alienation by the absolute majority of the population even a unique thought about the possibilities of the application of the terrorist methods in order to destroy territorial, social, confessional, cultural and any other problems and contradictions». In the report the particularities of spreading terrorist ideology among young people were revealed, the reporter described the directions of the work of National Antiterrorist committee destined for the counteraction to the terrorism.

In the plenary proceedings « Youth radicalization and extremist and terrorist phenomena among young people» the chief of the Federal Security Service Directorate in Rostov region, the general-colonel Britvin N.N. (Rostov-on-Don) indicated the factors, determining the reasons of the youth participation in the extremism and designed tasks how to



prevent the spread of the youth involvement into the extremism, and enumerated steps to undertake in order to prevent the terrorism ideology spreading, which are under the competence of security agencies, science, education.

The dean of the psychological faculty of SFU, the correspondent member of RAE, Doctor of Biological Sciences, Professor Ermakov P.N. (Rostov-on-Don) in the plenary report «Educational policy and antiterrorist ideology: social and psychological effects» designated the benchmarks of the modern education, which can be the basis of the ideology to create youth's antiterrorist conscious, enumerated factors of today's social tension. The contributor pointed out, that the education can appear as one of the leading factors of forming tolerance and prevention of xenophobia attitudes, he gave the accent to the principal social and mental effects, where the education plays a considerable role. Ermakov P.N. determined the antiterrorist ideology as «the technology of creating the motivation of the social behavior, motivation of the tolerance, generosity of the large and small groups».

In plenary proceedings of President of Russian psychological society, Doctor of Psychological Sciences, Professor, dean of the psychological faculty of MSU Zinchenko U.P. (Moscow) «Methodological problems of the security psychology » were shown positive moments of realization of the youth policy in Russia. Zinchenko U.P. enumerated the current issues, the decision of which can make the contribution into the contemporary psychology– this is a psychological portrait of the terrorism; psychological determination of the subject and methods of the impact; reasons and conditions, facilitating the involvement into the terrorist activity; new methods and approaches for studying problems of the involvement; technologies of the counteraction of the involvement, terrorists' motivation: structure, types and genesis; socio-psychological technologies of discovering the inclination for the terrorist activity; psychological particularities of children and adolescents and problems of their resistance to the ideology of the terrorism; particularities of using socio-psychological technologies. After defining the role of MSU and, particularly, the faculty of psychology of MSU in the collaborative work with National Anti-terrorist committee against the ideology of the terrorism, the reporter outlined the main directions of the psychological training in the field of the counteraction to the terrorism:

- 1) training, retraining and advanced training of specialists who fight against terrorism,
- 2) psychological support of the specialists who fight against terrorism, including consultations and psychological expertise,
- 3) psychologists' training for the work in the field of terrorism psychology and extreme situations.

The doctor of psychological Sciences, Professor, the senior research officer of Laboratory of the psychological development of Institute of Psychology of RAE Znakov V.V., (Moscow) in the plenary proceedings «Understanding and experiencing by Russian people the terrorist threat at the light of state of youth policy» revealed the main directions of deepening of the psychological analysis of the discussed problems:

- 1) psychology of the terrorists – revealing their personal particularities, motivation, outlook features,



- 2) psychology of people, suffered from terrorist attacks пострадавших,
- 3) the role of Mass Media in the evolution of the terrorist attacks and aggravation of the situation in the society,
- 4) understanding and experiencing of the terrorist threats by common people, young people.

«One of the tasks of the psychological sciences, – underlined the reporter, – consists in the result of the researches which must find what measures to take in order to decrease the negative impacts, to decrease the display of the negative attitudes between nations».

At the section «Development of the theoretical and methodic bases of the counteraction to the ideology of the extremism and **terrorism under contemporary conditions in the frame of realizing state youth policy**» (leading researchers: Zinchenko U.P. (Moscow), Ermakov P.N. (Rostov-on-Don), Riabikina Z.I. (Krasnodar), Dikaya L.A. (Rostov-on-Don) they discussed the particularities of state and political approach to the definition of the extremism essence, problems of the interaction between the intolerance and sovereignty in the contemporary world, difficulties of self-determination of the personality in the contemporary contradictions such as the extremism and terrorism, factors of forming subject's mentality. The problems of the psychological security in the poly-ethnic families were treated. Under the character of preconditions of the extremism among young people they analyzed the protest and negativism. They represented the interesting methodic approaches towards studies of the personality features, able to confront the terrorism and experience of their application.

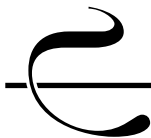
In the frame of the section «Socio-cultural and economic pre-conditions of the **terrorism in SFR**» (leading researchers: Volkov U.G. (Rostov-on-Don), Ledovich T.S. (Stavropol), Bogouslavskaya V.F. (Rostov-on-Don)) they discussed the pre-conditions of the terrorism development in the regions of SFR in the light of the contemporary situation and possible ways of their overcoming; social and economic aspects of the counteraction to the ideology of the terrorism and extremism.

The goal of the section «**Specification of the most efficient forms and methods of the counteraction to the ideology of the extremism and terrorism**» (leading researchers: Mstovaya I.V. (Rostov-on-Don), Korochenskii A.P. (Belgorod), Mikhailova O.U. (Rostov-on-Don)), uniting specialists of different specialties (journalists, philologists, sociologists, lawyers and psychologists), consisted in creating the system of the general criteria and evaluations, concerning the extremism and especially its criminal exhibitions.

The speech of A.P. Korochenskii is dedicated to the ethnic problems of the journalists' work while describing the problems of the extremism и terrorism. The report raised a lot of questions and heated debate, particularly, problems, connected to journalists' preparation for the work in «flash spots».

The report of S.A. Vorontsova (Rostov-on-Don) was dedicated to the organization of the activity of the law-enforcement agencies specialized in the counteraction to the terrorism and manifestations of the extremism.

The problems of the social and economic position of young people in Chechnya and Ingushetia, and particularly, the young people of these nationalities in Rostov, were con-



sidered in the speech of Z.G. Guereev (Rostov-on-Don). He also touched on problems of anti-terrorist propaganda in Mass Media, oriented to particularities of the young audience of South Caucasus. In his opinion, the large source of the counteraction to the terrorism and extremism is the interaction of the administration, youth and public organizations and representatives of different confessions.

Socio-psychological analysis of efficiency of the system of informing the population about actions of the security agencies of RF about prevention of the terrorism and extremism was made in the final report of I.V. Mostovaya (Rostov-on-Don).

At the session of the section «**Population as the object of the informational and propaganda impact of subjects of the terrorist activity**» (leading researcher – Labounskaya V.A. (Rostov-on-Don) the participants discussed the questions, concerning the structure of SFR population; рассматривался of psychological and socio-psychological approaches towards the division of the population into groups, sensitive to extremist impacts, to terrorist propaganda. We discussed problems of changing traditions in North Caucasus, as the factor of actualizing extremist groups; the problem of administrating group effects of perceiving the extremists' information; problems of the migration and the sedentism of the groups of the population in the context of the activation of terrorists' actions. The population is regarded through the prism of the generation approach; they defined the types of the mentality, increasing the sensitivity towards the perception of the extremists' impacts.

They discussed the problems of the organization and functioning of the media space of SFR, written information as the meaning of the influence upon the attitudes of Russian population.

In whole, the population as the object of the informational and propaganda impact of the subjects of the terrorist activity was represented from the ethnographic, ethnic, points of view; from a perspective of minorities and majority; in the context of the migration processes; as the participants of the constructed media space and etc.

At the section «**Creation of the anti-terrorist conscious in the society in the frame of the realization state youth policy**» (leading researchers: Nepomniashii A.V. (Taganrog), Soldatova G.U. (Moscow), Skripkina T.P. (Rostov-on-Don)) they discussed questions, connected to the possibilities and ways of creating antiterrorist conscious among young people.

Prof.A.V. Nepomniashii made report about forming the anti-terrorist conscious. He put forth his own view upon the contemporary young people and showed reasons, why they become vulnerable for the involvement into the terrorist activity.

T.P. Skripkina showed in her report that, the upbringing of the tolerance and social trust in the youth environment is the unique alternative, able to counteract to the creation of the youth terrorist attitudes. She also told about some results of studying the intensity of the tolerance, xenophobia and social trust among senior schoolchildren and students in different subjects of Federation of the North Caucasus.

In the report of E.G. Issaeva (Makhachkala) «Transformation of the subjective realities by young people under the influence of the social tension» it was demonstrated, that one of the most high levels of the tension is situated in the North Caucasus, it can't negatively



influence the construction of the world outlook of the youth, living in the Republic. That's why the problem of finding the ways and means of forming anti-terrorist youth conscious, living in the republic, is very acute.

D.A. Kitova (Cherkessk) discourse in her report of the role of the economic factors in creating legal attitudes of high school's students. She showed that the low level of the material family welfare has a very negative impact upon creating legal consciousness of the young people. A part of the young people, finishing school and having no possibility to continue education or to find a job, turns to be unclaimed by the society, in this connection this part of the youth is more «sensitive» layer for the involvement into terrorist organizations than others.

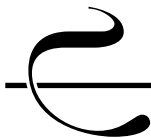
The big interest of the participants of the section «**The role of the youth policy in prevention of the extremism and terrorism**» (leading researchers: Fedotova O.D., Fomenko V.T. (Rostov-on-Don)) was raised by the report of Poddoubnaya T.N. and Agoshkova O.V. «Prevention of the extremism among children and youth » (at the materials of the republic of Adygeya). The contributors deeply and vividly reflected the specific character of the geo and ethno-cultural situation in one of the regions of SFR, they touched upon the problems of the genesis of the mental formations of the population of the republic in the context of the history of the ethnic genesis and national identity of Adygeya's people. The participants actively discussed the problems of the regional youth policy in the Republic of Adygeya, and also the system of preventive measures of the pedagogical influence, which turned to be efficient in the work with young people.

The biggest interest of the conference participants was attracted by:

- the question about how this youth must be active in participating in state youth policy and internal high-school educational work, in which forms we should demonstrate the initiative and activity in this direction;
- how they should realize the prevention of the extremism from the side of the public authorities and in the frame of the traditional system of the family education;
- in what degree we can take into consideration experience of the foreign countries, facing the threats and real terrorist attacks (USA, ФРГ, France);
- whether it is acceptable European concept of «world pedagogies» to carry out work with national youth.
- The considerable accent in reports was made upon the problem of making educational environment safe. They suggested that it is time to renovate of the contents of life safety basic at schools in the light of the discussed problems, and also for concluding the corresponding material in the new course «Spiritual and moral upbringing».

In the reports and speeches of the section «**Creating the attitudes of tolerant conscious in polycultural educational environment in the frame of realizing state youth policy**» (leading researchers: Abakoumova I.V. (Rostov-on-Don), Ilyin E.P. (Moscow), Kaguermazova L.Ts. (Nalchik) were reflected the following issues:

- real state of the extremism in the South of the country;
- theoretical questions in the field of the youth policy, revealing different parts of the extremism and terrorism prevention;



– methodology of the counteraction to the extremism and terrorism by the means of the educational process.

Within the framework of the section they discussed the questions of the deformations in the sense sphere of the adolescents in the educational space of the North Caucasus, upbringing of the intercultural tolerance of the teachers and headmasters of the educational institutions, state -legal nihilism as one of the factors of the terrorism, the interpretation of the religious texts preventing terrorism and extremism.

In the reports of the participants of the section «The fundamental problems of the directed translation of the anti-terrorist information through Mass Media (leading researchers: Janerian S.T. and Rumshina L.I. (Rostov-on-Don)) were analyzed the socio-psychological aspects of the efficiency of the anti-terrorist propaganda in Mass Media, the role of the print media, social advertising in anti-terrorist education of Russian people, the role of the psychological service in the liquidation of the consequences of the possible crisis situations. At the example of some regions of SFR they considered the interpretation of students – models broadcasted by Mass Media, the image of the terrorists, the influence of Mass Media's information about the terrorist acts upon the personality. They discussed problems of the violence on the screen as the challenge for the civilization and psychology, informational and psychological security of the population.

The reports were accompanied by presentation materials – slides, video clips, tables, statistic data and photos from the scene situations. The themes were discussed in the frame of the psychological, sociological, socio-political, scientific and practical approaches.

The round-table conferences “The role of Mass Media in forming the *anti-terrorist conscious in the society*» (leading researcher Rumshina L.I. (Rostov-on-Don)), «*Informational and psychological impact of the terrorist organizations upon youth through the Internet*» (leading researcher Korenevskaya M.E. (Rostov-on-Don)), «*Antiterrorist propaganda in Mass Media: reality and perspectives*» (leading researchers Tselikovskii S.B. and Cherkassova M.H. (Rostov-on-Don)), «*The radical outlook attitudes and relation to terrorism among youth*” (leading researcher A.D. Fershtein (Perm) were held.

Rostov psychologists-professionals shared their experience in mater-classes «*Using the indices of the tolerance in the process of the diagnostics of the quality of the educational poly-cultural and polyconfessional educational environment in the conditions of creating antiterrorist conscious*» (Leading researcher Zvezdina G.P.), «*Violence on the screen: models, methods, ideas*» (Leading researcher Shkouratov V.A.), «*Method of the art-therapy in the work with terrorism victims*» (leading researcher Zinchenko E.V.), «*Psychological contents of the representations about terrorist and terrorist act, hostages' behavior in the case of the terrorist act among representatives of different social groups*» (leading researchers Seredina N.V., Samoilina T.G.), «*Psychological help to children with psychological trauma*». (leading researcher Miasnikova M.N.), «*Ways of the counteraction to traumatic communication while informing about terrorist attacks*» (leading researcher Sedikh N.C.).

According to the materials of the conference in November 2009 round-table conferences in thirteen subjects of RF in SFR will be organized.



**Resolution of the conference “Counteraction to the ideology  
of the extremism and terrorism in the frame of the realization  
state youth policy” of 12<sup>th</sup> -14<sup>th</sup> of October 2009**

The participants of the conference, after hearing and discussing the reports, ascertain, that the most important task of the education as the social institute which direct the translation of values of the civil society to the youth, is the development of each young man not only as highly-qualified professional, but as the citizen who is responsible for the fate of Russia. This is the imperative of the modern educational community of the country and the priority of the national youth policy.

Russia is multinational according to its structure at all its territory, which defines the development of the educational space as poly-cultural, creates specific conditions for adaptation and socialization of the young generation. The education becomes more and more multicultural. In the connection with the political and socio-economic events of last decades the destruction of the infrastructure of the education, national education and youth ecology took place, the involvement into interethnic conflicts, terrorist and extremist acts aggravated.

There is a need to develop multinational polycultural educational process, to create the system of the involvement of the young people to national and universal values in the new socio-economic conditions, creating the culture of the international relations of the young generation, antiterrorist, anti-extremist ideology as the obligatory compound of the conscious of every Russian citizen, creation of the tolerance, support and defense of the personality in her choice of the sense, moral achievement of personhood and self-expression.

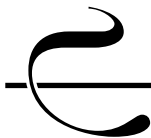
«Concept of modernization of Russian education for the period up to 2010» and state youth policy, that today our society needs «well –educated, honest, go-ahead people who are able to take decisions in the situations of the choice, able to collaborate, who differ by mobility, dynamism, constructiveness, readiness for intercultural interaction, have the feeling of the responsibility for the country's destiny, of its social and economic prosperity».

**The idea of developing tolerant conscious of the youth became the hottest problem of Russia.** The elaboration and realization of the system of the state measures of tolerance and prevention of the extremism in Russian society is a complicated task, requiring coordinated interaction of bodies of state power, relying on the public associations.

In the course of the regional scientific conference they analyzed social, **political, psychological and economic context** and the basis of the terrorism as the public phenomenon. They described in details the particularities of terrorist communities in the South of Russia; they underlined the particularities of the socio-psychological genesis of the terrorism in South Federal Region of Russia, they revealed its specification at the period of the globalization.

**The particular part of the work is dedicated to the analysis of the relations of different youth groups towards terrorism and the efficiency of the antiterrorist propaganda**, conducted among young people. During the discussion they pointed out the main preventive ways of anti-terrorist propaganda among young people as a part of the national youth policy.





During the conference, the terrorism was defined as the complicated socio-political phenomenon from the point of view of different theoretical and methodological approaches for the deep understanding of the social, economic and psychological causes of its development and reproduction. In the process of the work the participants of the conference analyzed the social structure of the terrorism, including the subjective level – terrorist communities and their organization, axiological level, connected to the creation of the ideology of the violence as the mean of defending their values, and activity level – terrorist activity in the proper sense of the word; and also discussed and characterized social forces of the active counteraction to the terrorism and passive indulgence of its development.

**The social reasons of** the recidivating development of terrorism in the South of Russia were revealed and analyzed, they consist in tolerant attitude of the part of the population towards the violent methods of struggling for the group interests, the underdevelopment of the culture of tolerance, incoordinate development of security of the state and society, traditionalism in terrorism motivation and permanent social regeneration under the influence of the geopolitical factors. The particular block of the problems is the demonstration of features of the contemporary Russian terrorism, connected to the attempt of realizing Muslim's mega-project in the South of Russia in the context of the transformation of the public processes.

**The important part of the conference was devoted to the targeted translation through Mass Media** the ideology of tolerance and psychological security in multicultural educational environment. In the course of master-classes the highly-qualified specialists gave recommendations about using psycho diagnostic methods, social practices and technologies of the translation of the attitudes of the tolerant conscious, of forming the stable young people's image, oriented to the value priorities of the contemporary Russian society. In the presentations of the participants of the section the materials of the elaboration of the social advertisement, oriented to create context attitudes of the young people, were presented, the technology of making positive direction towards the attractive universal values and mechanisms of their realization, the methods of the evolution of the information in the Internet – as the field of the collective context in personal youth values, were presented. At the final stage of the conference the measures of creating scientific and methodological basis of the counteraction to the ethnic – confessional extremism and other factors, facilitating terrorism ideology spreading, were dealt with. They also made suggestions about methods and contents of the informational propaganda of the anti-terrorist influence upon population. The formulated during the process of the discussion conclusions must be spread in the antiterrorist activity of the bodies of state administration at regional and municipal levels, and practical materials (recommendations, analytical reports, psycho diagnostic methods and results of the empirical research) should be used while creating and realizing concepts of the public security, in management of the public relations, in the work of Mass Media, while reading the courses in sociology, journalism, politology, cultural anthropology, history, economics, special courses in social psychology and psychology of terrorism in high schools and in the system of the advanced training.



At this conference there were specialists, occupied by the problems of the national security, creating theory and practice of the convincing influence among young people: social scientists, area studies specialists, sociologists, economists, psychotherapists, psychologists and teachers. The representatives of the high schools of all subjects of South Federal Region, South Ossetia, Abkhazia took part in the conference.

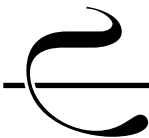
### **Suggestions and recommendations of the conference participants.**

1. In the contemporary Russia the formation of the tolerance, especially among young people and students, becomes one of the hottest questions. It is particularly important for multinational South Federal Region. The modern forms of the radicalism display, xenophobia, extremism in the South of Russia are quite different: they are ethnic nationalism, and phobia of migrants, religious extremism, chauvinism, and racism. In the polytechnic society, such as Russian Federation, the ethnic issues, their control and management are of the life importance. These problems compose the program of prevention of ethnic, national and religious conflicts, as its necessary part.

The representatives of the high schools **(participants of the conference) SFR up to the 10<sup>th</sup> of November should discuss the materials of the conference and render reports into organizing committee of the conference.**

2. *South Federal Region is the region including a large number of the ethnic societies; each of them has its own unique history, culture and religion, which allows setting it up in the particular conglomerate for the tolerance education of the traditions in the youth environment, as Russia's future. Processes of the modernization of the socio-cultural sphere in SFR are well seen, it gives the possibility of studying these processes from the point of view of the participation in them of the students -leading researchers and students in whole. **The conference organizing committee must continue the work which consists in giving all- round coverage of the results and materials of the conference in local, regional and federal mass media.***

3. *The process of the socio-cultural modernization of SFR let us speak about the high degree of the population mobility, including young people, and, correspondingly, considerable moves of the different character and levels and, as a consequence, – mixture of cultures, values, languages, religions and traditions. All the above mentioned factors stimulate tension in the interethnic relations, accompanied by the interethnic and interreligious conflicts at high school, в результате появляется tendency to create different oppositional groups, including those which were made by nationality, obtaining the desired result through active antisocial activity. Contemporary ethnic conflicts are connected with the growth of the social and religion tension, caused by the sudden life level and indetermination of the cultural and religious values. In these conditions the young generation of Russia turned to be the most unprotected category of the population, which is at the kind of value and spiritual vacuum. The part of the youth is disorganized, exposed to the influence of the extremism and xenophobia, destructing traditional values of the national cultures and religions of peoples of SFU. Here we should speak about tolerance forming, understanding of the national and cultural particularities of students, which must allow forming the personality of the young people with stable civil disposition, able to counteract to the terrorism ideology, xenophobia and different extremism tendencies. In many*



high schools of SFR, thanks to the right strategy of developing state youth policy they create conditions for close acquaintance of students, representing different regions, they organize special events letting them discover traditions, history and culture of all nationalities. Council of the rectors of SFU up to the 31st of December **2009 should examine the results of the conference and make the program of the work for the counteraction to the ideology of the extremism and terrorism at high schools of SFR.**

4. **Students of the high schools**, representatives of the youth organizations and movements of SFR must become the objects of the directed impact in order to form anti-terrorist values, attitudes of the tolerant conscious. The organized conference allowed discovering among young people, to find among young people some latent leading researchers with further involvement into the work of the project. The basic criterion, letting to assess the efficiency of the conference, is all-round coverage of social and cultural problems of SFR and Russia in whole, when seen through the perspective of the interaction and communication between participants.

The work results in the frame of the project, which were given coverage in Mass Media, will help to form stable civil dispositions among young people.

One of the directions is the introduction of the management technologies of the social and cultural activity in the training process of leading researchers of the youth organizations and creation of the programs for prevention of the extremism and xenophobia among young people in order to popularize ideas of the cross-cultural education, to create the tolerant conscious, personal growth of the participants of the youth organization as the subject of socio-cultural activity, which let to transform youth subculture into the object of the creative interaction of the personality and a social group and society in whole in the sphere of the culture, education, sport, leisure time. The organizing committee of the conference should send up to the 31<sup>st</sup> of November 2009 into youth organizations, regardless of the political membership, conference materials for their possible discussion in their organizations.

5. Ministries and departments of the education of subjects of SFR should organize a regional competition among the secondary educational institutions according to the themes of the conference, and also to organize academic competition among schoolchildren and students «Youth against extremism and terrorism», taking as the basis, the materials of the academic competition in MSU.

6. The deans of the faculties of psychology and pedagogies should examine the question and send to the regional department of Education and Methodic Association materials necessary for opening the specialization «Psychology of the counteraction to the ideology of extremism, violence and terrorism».

7. They should continue to post materials on a website «Peace to Caucasus» and make this site permanently working.

8. Members of Legislative Assembly should speed the work in order to pass Federal law about state youth policy.

For further reference please address <http://www.antiterror.sfedu.ru>.



Dichenskova V.A.

## Formation of cultural identification among teenagers in conditions of educational environment of school

*The article is devoted to questions of formation of cultural identification of pupils, development of morals, spirituality, patriotism, active personal and civil qualities, integration of person and society. The educational environment of school is considered as the basic condition of development of personality; translation of national culture is supposed through all its structural components. The basic characteristics of the educational environment of school are resulted and there are investigated possible ways of formation of subject experience of personality relevant to national cultural values and senses, social skills and ways of behaviour, experiences and moral elections.*

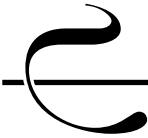
**Key words:** cultural identification, educational environment, culturological educational paradigm, socio-cultural interaction.

The main problem and motive power of the modern personality's development is identification with cultural symbols of an epoch. Identification of own cultural belonging, its originality comes to the fore as main regulator of behavioural programs guaranteeing tolerance, mutual understanding, mutual respect in adult life.

Last years the Russian pedagogical elite postulates the necessity of saturation of all educational process with various elements of culture, so-called "cultural capacity of education" [3, p. 75]. Culture is admitted as "real methodological regulator of pedagogical knowledge and valuable imperative of pedagogical action" [4, p. 5]. In modern pedagogical science it is stated the idea of necessity of "changes of the content and sense of the idea of education in a context of the idea of culture" [1, p. 20].

The problem of our research consists in definition of the contents of model of designing of such educational environment of school, in which the formation of cultural and moral identification would become the basic component of interaction.

The "cultural identification" definition should be understood as occurrence and establishment of belonging to a certain national culture, definition of forms of life common to the nation, positions of outlook, cultural values; correlation with cultural features of other nations, their understanding and acceptance as existing in parallel, ability to conflictless coexistence with them. "Establishment of such identification is not a certain natural reality or essence of transcendental unity with the world of cultural norms and values understood by itself ... Values being a source and a basis of social and cultural identification's establishment play important role in formation of personality ..." [2, p. 301].



As researches show, influences of various systems prevailing in individual experience of personality define its development in many respects. Formation of a certain individual and psychological status of a person occurs under influence of pedagogical systems, which in consequence will define an independent choice of his personal communications and relations. Thus maintenance of the open dialogue of the individual with environment becomes an obligatory condition of his successful development.

Development of a pupil in intellectual, personal and social spheres always occurs in conditions of the educational environment of educational establishment. In the research spent by us, definitions of a substantial component of the "educational environment" concept pass aside or indistinctly say that this concept is dependent, and even more likely as one of the bases has the personal factor in that its part which concerns individual and age, caused by previous to introduction into environment new to an individual (in our case, educational). We speak about participants of educational process: teachers, pupils, their parents, not pedagogical personnel of an educational establishment. In the educational environment, each of them introduces the own experience saved up earlier: knowledge, abilities, skills of communication, educational and labour activity. Thus, the personal component actively influences formation of the "system of influences and conditions", and the "set sample" to some extent depends from generated, before the moment of interaction with the educational environment, value-sense installations among separately taken person and the formed collective as a whole. The educational environment is a phenomenon constantly varying, developing, adapting to new conditions, depending from forms of self-control generated before.

We emphasize the importance and necessity of support of positive patterns of each child's personality; that is not only its change by means of various influences and conditions, but also development of a set of stereotypical behaviour reactions inherent in it.

As a special type of the educational environment of school we consider the "developing environment of innovative educational establishment". As "a set of purposefully organized spaces, which continuum is based on introduction of spiritual senses and opportunities valuable to each subject, having simultaneously mediating powerful and sparing influence, shown in synergistically natural effect of development of either individual abilities in reply to nonviolent inquiry of society" such environment represents "the dynamic integrity covering all spheres of a educational establishment's life activity" [5, p. 27].

Following the idea of search of means of formation of cultural identification of teenagers, it is important to consider typological attributes of the educational environment of school, among which the most significant for us are the following:

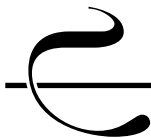
- educational environment functions as some social generality developing a set of human attitudes in a context of cultural and outlook adaptation of individual to the world, and on the contrary;



- educational environment is characterized by system kind of own processes, expressed in continuous progress to realization of the complex purpose of education;
- educational environment is a condition and means of education and training;
- educational environment is a process of dialectic interaction of social, spatial and subject, psychological and didactic components defining a vector of development for each concrete subject of educational process;
- educational environment forms a substratum of life experience accumulated before and the subjective activity directed from the outside, which provides transition from educational situation into life.
- The carried out research let us construct a number of basic directions of pedagogical designing of the culturally conformable educational environment of school:
  - studying and realization of principles of culturological educational paradigm as the most capacious, integrative, harmoniously combining in the content the basic modern approaches and requirements to educational process: humanization and democratization, personal orientation and individualization;
  - significant updating of education content, its addition with components of the world, native, regional culture with the purpose of stage-by-stage formation of social and civil consciousness, including intercultural competence and ethnic tolerance;
  - organization of management of the educational environment in view of features of the culturological approach's system, development of theoretical and methodological, scientific and pedagogical, organizational and system bases of intraschool management; development of the "strategy of educational process organization providing the integrity of subject-activity becoming of pupils and professional-personal development of teachers in view of strategic interests of the state and specific regional requirements to the general education" [5, p. 15];
  - studying of social experience of pupils and teachers, their intellectual, moral, cultural levels and creation of continuous space of development of all participants of educational process by integration of fixed and after set activity, increase of pedagogical culture on the basis of productive active ways of interiorization of the world cultural heritage;
  - selection and introduction of educational forms and methods adequate to age and mental features of pupils, which promote the humanization and humanitarization of educational interactions and create precedent for productive activity in collective and independent.

The educational environment of school is capable to provide the achievement of our aim comprehensively if we recognize that national culture should be transmitted through all structural components of the educational environment, as that:

- to transmit in the educational environment national cultures with selection of the contents of the traditions having the tendencies to openness;
- to organize the environment of development and education on the basis of cultural and historical national traditions at preservation of respect and tolerance to cultures of other people occupying a region;



–to provide the performance of regional and variative components of the education content, its continuity and openness towards other cultural traditions, conformity to inquiries of modern society;

–to combine in the content of the subject domains the basis of Russian, world and national cultures.

Thus, orientation of education on the child's personal image, correctly identifying itself in relation to own cultural belonging, significantly corrects the content and ways of educational and training activity.

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**Kovalenko S.N.**

## Psychological competence of experts of tourist sphere as the determinant of personal development

*In the article there are analyzed native and foreign sources on the substantial organization of professional training of experts of the tourist sphere promoting development of their personality; there are registered the purposes and problems of research of psychological competence of experts of tourist sphere as conditions of their personal development; the results of carried out research are cited.*

**Key words:** *tourism, tourist activity, psychological competence, professional training, tourist sphere, psychological training, schools of tourism.*

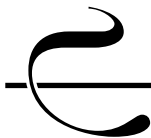
Tourism is a special sphere of human life activity within the limits of which they solve the problems of rest, entertainment, knowledge, development, sanitation, etc. Tourism is many-sided; it has a wide spectrum of versions, forms, means of embodiment; it possesses polyfunctionality, significant potential at both generally social and individual level. However, completeness of realization of the opportunities incorporated in it in many respects depends on the quality of activity of experts of this sphere. Tourism carries out the significant psychological function connected with socialization of personality, with expansion of its consciousness, with improvement of understanding of various life aspects, with development of social mobility which is supported by a system of transport, educational, information, cultural and cognitive, sanitary and hygienic means.

Studying of the source base has shown that till now there is no detailed and complete studying of approaches to organization of professional training of experts of the tourist sphere promoting development of their person.

In the literature some aspects of organization of professional training in the tourism sphere have already received an elucidation. In particular, to its organizational features there are attributed: continuity (V.A. Kvaralnov, I.V. Zorin), diversification and adaptability (A.I. Seselkin), orientation on prognosis and prognostic (futurological) researches (I.V. Zorin).

On the comprehension of features of the substantial organization of the tourist construct the great influence is rendered by the existing concepts of tourism: object-centered, article-centered and subject-centered (Voytenko M.V.). The object-centered concept considers tourism as one of branches of economy. The article-centered concept is based on consideration of tourism as sphere of special services granting, considered from positions of article and product of tourist activity (organization of excursions, animation, etc.) The subject-centered tourist concept is constructed on the approach to tourism as to professional work. Followers of this concept start with understanding of tourist activity as a professional and qualification basis of formation of the professional tourist education content. It is the concept of the career growth, opening a prominent aspect of individual claims and motivations. The spent analysis shows that the distinguished concepts of tourism, on their deep essence, are not mutually exclusive. Therefore, it is underlined that at organization of the professional training of experts of tourist sphere their complex account is required [1].





Comprehension of importance of carrying out of purposeful work for development of personality of the future experts of tourist industry during their professional training in the West manifested in definition of certain priorities of personal development of students trained at schools of tourism. So, there are data about English, Swiss and American systems. In Cornwall college (English school of tourism) as priority directions there act: development of communicative, organizing and business-skills among students. In Bornmoot university (English school of tourism) the model of training of the future experts includes development of such qualities as self-reliability, count on own forces; ability to act as members of the command; aspiration to have a wide profile structure, to possess a set of skills. Lozan school of tourism and hospitality (Switzerland) is focused on development of openness and activity, diplomacy and enterprise, skill easy to feel in various social conditions as the basic qualities. University of Johnson and Wells (American school of tourism) as those qualities considers honesty, patience, general business skills, ability to listen and give efficient advice to a client, skill to sell and orientation on a client [5].

In native practice the necessity of development of personality within the limits of psychological preparation has declarative enough character. In a certain degree this is promoted by absence of scientific ideas of what the psychological training should include and development of what qualities of personality should be priority for experts of the tourism sphere. The certain work in this direction is already conducted (G.I. Babii, M.V. Voytenko, E.N. Kanina, M.P. Kozyreva, S.B. Kosyan, E.V. Kulagina, P.S. Medvedev, E.A. Minaeva, V.A. Saakova, A.N. Tretiyakova, A.D. Chudnovsky, etc.).

Considering various aspects of construction of the professional training of experts of the tourism sphere, researchers recognize that their professional training should be accompanied by personality's development, i.e. include a psychological component.

Being based on the analysis of psychological features of tourism and tourist activity, in our work it is undertaken an attempt of empirical studying of features of psychological competence of experts of the tourist sphere as conditions of their personal development.

During the experiment some methods have been used: the method of expert estimation, the method of testing, the method of subjective scaling, methods of observation and conversation. During the empirical research there have been solved following problems:

- it is generated the complex of research methods and techniques, allowing to reveal features of influence of psychological competence on personality's development of experts of the tourist sphere;
- it is created and approved the program of development of professionally significant properties of personality of experts of the tourist sphere;
- it is studied the substantial connection between professional success of experts of the tourist sphere and development of their psychological competence;
- there are distinguished and characterized the basic levels of psychological competence of experts of the tourist sphere;
- there are established the structural components of psychological competence of experts of the tourist sphere and their psychological maintenance is revealed;



– there are studied the features of influence of psychological competence on development of personality of experts of the tourist sphere.

During the research it is revealed that psychological competence of experts of the tourist sphere integrates within itself some substructures. In its structure there are distinguished: regulative, communicative, cognitive, socio-personal, reflective and status components.

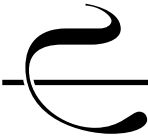
The communicative component of psychological competence makes a basis of professional success of experts of the tourist sphere. For travel agents it allows to establish effective relations with clients and colleagues, to state the position on various questions, to defend it, to understand and, even to “feel”, associates and to render necessary influence on them.

The socio-personal component of psychological competence, being manifested as attentiveness, respectfulness, tolerance, responsibility, politeness, decency of travel agents at construction of interaction with clients, renders significant influence on their success achievement at performance of official duties. The regulative component of psychological competence is manifested as presence of developed self-control, restraint, strong will, flexibility and non-standard thinking, which are necessary for effective interaction with clients. The cognitive component of psychological competence of travel agents is defined by development of their ideas about psychological aspects of tourism and tourist activity, opportunities of application of psychological knowledge for increase of the professional work success.

The reflective and status component of psychological competence is manifested as travel agent's formation of adequate self-estimation, realistic image “I-professional”, comprehension of the role, the status, opportunities and resources in tour agency. “Kernel” of psychological competence of travel agents is formed by its communicative and socio-personal components.

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**Kontorovich S.D.**

## The research on the Mother's, the Hero's and the Leader's images associations

*The article is dedicated to the studies of particularities of the representations of the images of Mother, Hero and Leader in the context of the mythology and basic for Russian culture archetypes. The results of the research show associative bonds with color, object, plant and animal of the considered images and the efficiency and possibility of their use in the contemporary advertisement.*

**Key words:** advertisement, archetype, representations, associative bonds.

Due to the rapid development of media nowadays, advertising studies become increasingly important. Advertising has become an indispensable element of social life for today's modern person. The abundance of goods and services makes rational analysis of all its specifics nearly impossible. So, the consumer's goods choice is taking mostly not by its actual qualities, but the perception of the product image, formed by the advertiser. In this connection there is a question of finding universal images that could have an impact on the consumer and produce desirable for the advertising producer's attitude to some **goods**.

In the psychological science, the question about such universal images is reflected in the K.-G. Jung theory, and his notion of the collective unconscious, which is the repository of such universal images. The images he describes as "archetypes". Jung described the archetypes and their functioning in the mind by analogy with the instincts in biology. Archetypes are unknowable core that can never be realized, but they are reflected in myths, legends and fairy tales, they embodied in concrete images – not only anthropomorphic figures, but also in all the variety of the world.

Jung's theory of archetypes has led to numerous attempts to its practical use in advertising and marketing for the most effective influence on the consumer. However, such studies are owned mainly by foreign authors, and usually focus on specified types of perceptions, attitudes, needs, and types of behavior associated with defined archetypes (Mark M., Pearson, K., David A. Aaker, Clark N., etc.). In our country the same studies, reveal the visual aspects of the fundamental images of our culture, are not enough. According to the growing importance of the visual in contemporary mass culture, such practice-oriented research is of great interest.

Fundamental to any mythology and to the Russian culture are images of the Mother (as a birth-giving basis), the Hero (as the creator of cultural values) and the Leader (as a society organizer) [2]. Consequently, it's possible to suggest that the study of associative reflection of these images in the parts of the external world (objects, plants, animals), and their connections with the color (the category related to physiological reactions, emotions, feelings, ideas, attitudes) will clarify the ways of their practical use in advertising – both commercial and political.



In connection with the above, the purpose of this study was to research the features of the external representation of the images of the Mother, the Hero and the Leader. The subject of research: images of the Mother, the Hero and the Leader. Empirical objects of study was 484 people aged 18 to 68 years.

To achieve this goal the questionnaire consisting of two blocks was designed. The aim of the first block was to identify associations connected with these images. Respondents were asked to describe each of the images by some color, object, plant or animal they were associated with. The second block of the questionnaire was worked out to obtain data on the characteristics ascribed to the image of the Mother, the Hero and the Leader. Description was made in the following categories: age, physical appearance (eyes, face, hair, figure), posture, activity, surroundings.

In this article the results obtained in the frequency analysis of the respondent's associations are highlighted.

#### **Associations with a color.**

All of these images was associated primarily with the red color. However, except the preferences of the red, the color associations of the Mother, the Hero and the Leader, are distributed differently. In this case, seems logical to assume that the preferences of the red (the first color in the parameter "force", according to Yanshin P.V. [5]) may be considered as a manifestation of an intensive emotional relationship to the studied images.

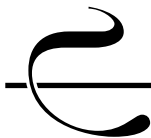
The image of Mother comparing to other images has a wider color field – in addition to red color, there were large amount of associations with white and blue. White, as noted Petrenko V.F. and Kucherenko V.V. [1], symbolizes purity, whiteness, innocence, virtue, joy. The qualities, traditionally describing the Christian embodiment of Mother. The blue color – the color of water. This color connect to a feminine in many Eastern teachings, as well as the manifestation of the unconscious in Western concepts (for example, in psychoanalysis). Also, it is difficult not to note that the three most popular colors in associations with image of the Mother, form a major national symbol – the flag of the Russian Federation.

Addressing to the image of the Hero, in addition to associations with the red color, it's also frequent only "blue-associations". Yanshin P.V. [5] notes the connection of this color to the ascription of emotional stability, calmness, continuity of interests and behavior, realistic goals, lack of neurotic symptoms, the internal integration of the individual.

Regarding to the image of the Leader, after the red color in terms of preferences is brown. It is interesting that brown ranks last in the parameter "force", and only this color is associated with negative values in the parameter "rating." It symbolizes the most unenviable attitude.

#### **Associations with an object.**

The images of the Hero and the Leader have a common semantic fields (weapons, equipment, transportation, art), whereas such common semantic fields are practically



absent with the image of the Mother. Common to all of these images will be association with the book.

The Mother is associated primarily with household items, the Hero – with arms (cold and fire), the Leader – with such a category as “object elongated cylindrical shape”. However, in the case of the Hero and the Leader the most frequent association is a defined item – a sword (Hero) or staff (The Leader), while the Mother is associated with a variety of household utensils or home furnishings in general, no distinct preference to any particular items.

#### **Associations with a plant.**

The image of the Mother, first of all, is associated with decorative plants. Moreover, often the plant is described as a “flower” or “indoor plant” – it means that the most often a sign describing the plant, is not a specific name, is an indication of belonging to the house. Images of the Hero and the Leader are strongly associated with a particular tree – an oak tree. Oak – is one of the most powerful symbols of Indo-European, which is associated with the dwelling of the gods, symbolizing the world axis connecting the upper and lower worlds. Also, oak symbolizes the very masculine force, the male principle in general [3].

#### **Associations with an animal.**

Semantic fields of these associations allows us to see that, formally, all of three images are associated with predators. But as to the image of the Mother it's necessary to clarify that this predator is a cat, that, in our view, likely due to the fact that this is a pet. That once again confirms the image of the Mother is close to the house and everything connected with it.

The image of the Hero is associated primarily with the lion. Lion is a solar symbol, a sign of victory, masculinity, it is often considered itself the embodiment of the heroic beginning. It is an important symbol of many religions (Buddhism, Christianity, etc.). Among the qualities attributed to him by most interpretations, courage, constancy and generosity [3].

Image of the Leader is associated with the wolf. The image of the wolf is ambivalent – on the one hand, this is the ultimate symbol of freedom in the animal world, a symbol of independence and fearlessness – that is why, above all, linked to the symbolism of the war – in the Roman and Egyptian mythology, the wolf represented the military valor. However, very often it is endowed with negative characteristics – so, in Christianity it is the embodiment of rapacity and malice, the people were protected from the enemies “like from wolves” (which is interesting in the context of this study), in the European Middle Ages wolf symbolizes greed, lust and rage [3].

The study allows to suggest that the image of the Mother is not fully integral I – roughly equal number of associations with colors, connected to the opposite characteristics, the absence of associations with a specific item. Also, we may note, the image of the Mother is most closely associated with the house and its everyday life – the most



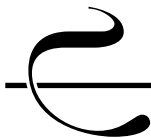
common associations with the objects, the plant and the animal are directly related to the house. Image of the Leader characterizes some ambivalence – so powerful figure as the leader is associated with the brown – the weakest, and symbolizes the most negative attitude, but with the oak tree – a symbol endowed expressed appreciation and embodiment of virtue. Statistically, the most frequent association with the image of the Leader – such a semantic group as “an elongated cylindrical object” indicates pronounced masculinity of this image. The image of the Hero is marked by integrity and unambiguously positive attitude. The main quality attributed to this image will be a force.

As a result of the study it becomes possible to make the following practical conclusions: the use in advertising visual image of the Mother will be more effective in correlation with the red, white and blue, surrounded by household goods, potted plants and the presence of cats as an animal, associated with the image of the Mother. Image of the Hero can be represented in advertising with red and blue, the presence of the weapon (especially sword), the presence of oak and the lion. Image of the Leader is accompanies with the red and brown colors, the presence of an elongated cylindrical object, as well as oak and a wolf.

In conclusion, I would like to note that the use of archetypal images in advertising can be classified as the impact on the subconscious of consumers. Therefore, the data obtained are of particular interest in connection with the problem of information-psychological security of the population.

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**Koshkina V.K.**

## Experimental research of gender features of administrative activity

As object of research we had been took men and women-heads.

As object of research have served – psychological features of gender distinctions in management. Main objective of our research – maintenance of efficiency of administrative activity of men and women-heads.

Research hypothesis: In modern activity of the manager there are serious gender distinctions because of different level of uneasiness, empathy, aggression and motivation to achievement of success at women – and men – of chiefs. For realisation of research we had been chose following techniques: the Technique №1. The test «uneasiness Research» (a questionnaire of Spilbergera) [1]; the Technique №2. A technique of diagnostics of the person on motivation to T.Elersa's success [1]; a technique №3. A technique of diagnostics of the person on motivation to avoiding of failures of T.Elersa [1]; a technique № 4. Techniques of an estimation of behaviour in the conflict (K.Thomas's questionnaire) [2]; the Technique № 5. Bass-Dark's questionnaire [2]; the Technique № 6. A technique of Leongarda [3]; the Technique № 7. A technique «Diagnostics of level of empathy» (V.V. Smartly) [3].

The experimental research technologically included three stages – diagnostic, experimentally-correctional and with is new diagnostic (after application training programs).

### **The first stage – diagnostic.**

28 persons participated in research, from them 14 women-heads and 14 men-chiefs. In total in research it has been allocated four groups of examinees – experimental both control “female” groups and experimental and control “man’s” groups. As a result of application of research techniques about which it has been told above, following results which are presented in tables have been received. During research diagnostic parametres which were presented possible to be consolidated to corresponding blocks have been studied significant for chiefs.

#### **The block №1. Risk and personal uneasiness.**

These two parametres form the uniform block. The following dependence – the above personal uneasiness has been revealed, the it is less propensity to risk.

The results received at the first investigation phase, have shown, availability of an average index of risk (+7) and level of uneasiness (+40) in experimental group at the men, testifying to moderate propensity to risk and about moderate uneasiness while indicators in female group show a high indicator of uneasiness (+53) and unavailability to risk (-26).

#### **The block №2.**

Research of motivation of achievement to success and motivation of avoiding of failures. From the point of view of the given approach, the above motivation of achievement of success, the more low motive of avoiding of failures.



Analyzing average indexes on two parameters of the second block, it is possible to draw a conclusion that in experimental group at women the motivation of avoiding of failures (+20,57) prevails over motivation of achievement (+13,85) while, at men these indicators testify to opposite prevailing motivation.

**The block №3. Empathy**

Research has shown that empathy level on the average at women very high (+28,57), at men, on the contrary, this indicator rather low (+12,70).

**The block №4. Aggression**

The analysis of the data on this block testifies to high aggression at men (+28,14), and average significance at women (+21,28).

**The block №5. Behaviour in the conflict**

As a result of research it has been revealed that in a conflict situation of the woman on the average show tactics of avoiding of the conflict or compromise search. Average indexes of man's group testify to competition or cooperation tactics.

**The block №6. Types accent character.**

Results of application of the given technique testify that basically men have hyperactive or cyclic type accent character. The highest indicators at women – on disturbing and emotional to type accent character.

**The second stage – experimentally-correctional**

For optimisation of managerial processes in management the program of psychological maintenance of efficiency of a gender has been developed for men-heads and women-chiefs. Having generalised results of research it is possible to draw a conclusion that "negative" gender factors influencing managerial process, at women are high personal uneasiness and insufficient motivation to success achievement, special training on decrease in level of uneasiness has been for this purpose developed and applied. Men had defect of empathy and the increased aggression. Other complex of actions has been developed for softening of these factors (training). Thus, the program for men-heads and for the women-chiefs, including a number of trainings has been developed. Employment have been calculated for 5 weeks on to one in a week. Duration of each meeting – 2,5 hours.

**The third stage – diagnostic (after realisation training actions).**

The block №1 Risk and Uneasiness (personal)

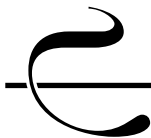
Results are presented in table №1.

**Table № 1**

**Risk and Uneasiness (personal)**

	Women (before training realisation)				Women (after training application)			
	Experimental group		Reference group		Experimental group		Reference group	
	Risk	Uneasiness	Risk	Uneasiness	Risk	Uneasiness	Risk	Uneasiness
Mean scores	-16,4	53,42	-15,28	52,71	-11,85	48,42	-15,14	52,42



**Conclusions:**

After application of the program of psychological maintenance of efficiency of a gender in management level of uneasiness at women has decreased, and the indicator of propensity to risk has grown and has reached average significance.

**The block №2. Motivation of achievement of success and Motivation of avoiding of failures**

Results are shown in the table № 2.

**Table № 2****Research of motivation of achievement to success and motivation of avoiding of failures**

	Women (before training realisation)				Women (after training application)			
	Experimental group		Reference group		Experimental group		Reference group	
	Motive of achievement	Motive of avoiding	Motive of achievement	Motive of avoiding	Motive of achievement	Motive of avoiding	Motive of achievement	Motive of avoiding
Mean scores	14,00	20,57	13,85	21,42	18,14	17,28	14,00	21,71

**Conclusions:**

The results received after realisation of some trainings, show increase at women of motivation to achievement and its prevalence over motivation of avoiding of failures.

**The block №3. Empathy**

Results are presented in the table № 3.

**Table № 3****Empathy**

	Men (before training realisation)		Men (after training application)	
	Experimental group	Reference group	Experimental group	Reference group
	Empathy	Empathy	Empathy	Empathy
Mean scores	12,70	12,85	15,00	13,00

**Conclusions:**

The program of psychological maintenance of efficiency of a gender in management was positively reflected on development of empathy in men its average index has grown with very low to moderately low.

**The block №4. Aggression**

Results are resulted in the table № 4.

**Table № 4****Aggression**

	Men (before training realisation)		Men (after training application)	
	Experimental group	Reference group	Experimental group	Reference group
	Aggression	Aggression	Aggression	Aggression
Mean scores	28,14	28,42	20,57	28,42



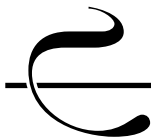
### **Conclusions:**

Thanks to trainings the average index of aggression at men has considerably decreased and has acquired normal significance.

Totalling, it is possible to tell that training the program of psychological maintenance of efficiency of a gender in management was positively reflected in the results received after it. We managed to reduce level of uneasiness at women and to increase their motivation on success achievement. At men after training realisation has increased level of empathy and aggression has decreased. Especially productively the program has affected decrease in aggression at men, results here have appeared high enough. Level of other indicators at long training to the program can and improve further that will lead to optimisation of managerial process and overcoming of negative gender distinctions.

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**Kret M.V.**

## Particularities of the impact of relations within the group and the teacher upon success dynamics of foreign language learning

*Particularities of the impact of relations within the group upon success dynamics of foreign language learning are considered in the article.*

**Key words:** *communicative competence, deficiency communication, system of relations.*

Theoretical analysis of works dedicated to the teaching methodology showed that the contemporary methods of teaching a foreign language suggest teaching through social interaction between a teacher and a pupil and interaction between pupils, because «it is not the indirect information which has the strongest influence with us, but the personal contacts with people» [3, p. 330]. They actualize the phenomena and effects discovered in the frame of the social psychology, such as, the social facilitation effect, group decision making, building a context. That's why in order to increase the motivation, it is very important to introduce such socio-psychological techniques as the alternation of social roles and social situations, to develop relation system in the group. Thanks to the activization of these factors some communication skills are improving: listening to a partner, conveying ideas, choosing correctly linguistic means (verbal and nonverbal) in correspondence with the situation of communication [2] and cultural-linguistic intuition [1].

It is known, that a lot of people after the long-term studies of the foreign language continue to experience difficulties due to the lack of self-confidence, assessment fear, unwillingness to make mistakes, hostile relation towards other cultural realias, unpreparedness to the creativity, existing ethnical stereotypes [4, 5, 6]

The aim of this work consisted in finding particularities of the impact of the participants' relations towards the group, teacher and teaching methods upon success dynamics of foreign language learning.

Taking into consideration all stated above, we tried to discover the subjective assessment of relations, existing in the educational group in the process of foreign language learning and prepared a special questionnaire: «Assessment of the relations in the group while learning a foreign language», which consists of the 3 blocks of questions. The first block of questions shows how pupils assess verbal and non-verbal communication of the teacher, his communication style. The second one – which group they consider comfortable for learning a foreign language. The third one contains questions about how the participants of the group are satisfied with teaching methodology, which the teacher uses during the classes, objectives which students pursue while learning a foreign language, and desire to continue the education.

The empirical object of the study was adults from the age of 17 up to 50, 21 men and 32 women who studied at the linguistic center. In order to establish success dy-



namics, we used the methodical technique of testing the knowledge of students in correspondence with learning stages. All the respondents according to the results of standard tests were divided into three groups:

- 1) group with low indices of learning dynamics;
- 2) group with stable indices of learning dynamics;
- 3) group with high indices of learning dynamics.

After several lessons in the group, completing the questionnaire, all the respondents found the teaching methodology interesting and would like to continue learning. However 34 % of students with low learning dynamics haven't finished three months' learning course, all the students of the group with stable indices of dynamics have successfully terminated it. In the group with high indices of learning dynamics 10 % of respondents have quitted the course before the end of studies.

We have found the differences in description of the existing relationship between group with low indices of learning dynamics and group with stable indices of learning dynamics.

Students from the group with stable indices of learning dynamics, feel relaxed during the classes (100 %), it was easy to join the group for them (90 %). 50 % think that everyone in the group minds his own business and doesn't disturb the others. They don't conflict (80 %) with other members of the group and they have friendly relationship (90 %). 40 % of them are sure that their labor is highly appreciated by other members of the group.

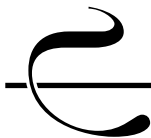
In the group with low indices of learning dynamics only 39 % feel relaxed in the group, 43 % easily joined this group. 43 % have friendly relations with other members of the group and 48 % of students do not conflict with other members of the group. 22 % of them think that everyone in the group minds his own business and does not disturb the others, and that their labor is highly appreciated by other members of the group.

Thus, the members of the group with low indices of learning dynamics do not consider this group as that one which they want to belong to, without conflicting and finding common language with the others, adapting in the group.

Between the second and the third groups we haven't discovered any differences.

Let's pass to the analysis of the attitude of group participants towards the teacher. The differences of the attitude towards the teacher were found in the three groups of students. In the group with low indices of learning dynamics the appearance of the teacher are considered as attractive by 39 % of the students, 34 % feel a sympathy for the teacher. 48 % believe that the teacher can listen, conduct a dialogue, hold discourse with them, 43 % think that the teacher can explain, give reasons for his suggestions, remarks. Assessing nonverbal characteristics, 34 % believe, that the teacher can "read" their feelings on their face, intentions, and can also express the relation with gestures, intonation and facial expressions.

40 % of the students of this group consider the style of communication as democratic one. 38 % think that the teacher can stop the communication in time, taking into consideration the situation and the state of another person. The data of the as-



assessment of the verbal and nonverbal teacher's behavior demonstrate that the students with low learning dynamics have the hostile attitude towards the teacher. They badly understand his behavior and have a small desire to identify with him.

In the group with stable and high learning dynamics, teacher's appearance find attractive (100 % and 58 % correspondingly), they feel a sympathy for the teacher (100 % and 71 %). They think, that he can explain, give reasons for his suggestions, observations, he can also listen to, conduct a dialogue, беседовать (80 % and 65 %). The teacher is able to express his attitude with the help of the gestures, facial expressions, intonation (70 % and 65 %) is able to «read» according to the face my feelings and intentions (60 % and 65 %). While they assess the teacher's communication style as democratic (90 % and 64 %) and think that the teacher is very attentive to them (90 % and 70 %), 10 % and 18 % of participants of these groups believe that the teacher regards them domineeringly. The teacher can quit the conversation in time, this is the opinion of the participants of these groups. It is clear that the students of these groups sympathize with the teacher, they treat the teacher more positively, they assess higher his verbal and non verbal skills, then the students with low level of learning dynamics.

Thus the results of the research showed that the positive relation towards the group and the teacher improve success dynamics of the foreign language learning.

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**Moutalimova A.M.**

## The causal attributions of achievements and success of senior schoolchildren learning

*The author of the article reviews the results of the study of the influence of causal attributions of achievements upon senior schoolchildren's learning success. She shows the negative influence of the unfavourable attribution type, as well as the implicit theory of the intellect predetermination upon the learning. The necessity of further research of this topic is proven.*

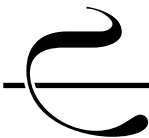
**Key words:** *causal attributions of achievements, favourable attribution of success and failure, unfavourable attribution of success and failure, implicit theory of the intellect increase, implicit theory of the intellect predetermination, learning success.*

One of the central problems of the psychological and pedagogical researches is the studying of the different factors in order to increase the success in the learning activity of the schoolchildren, which is influenced by a great number of the facts as social, psychological, pedagogical and etc. The biggest interest is attracted to the students' individual and psychological particularities, determining their learning possibilities as well as the success of the educational activity.

The received results are contradictory and do not let to make unambiguous conclusions about the impact of these or those factors upon educational activity results. One of the criteria of the success (efficiency) is the educational activity, which reflects its resultative characteristic – the volume and quality of the knowledge assimilated, developed skills, expressed into the merit point system [2]. The researchers of the problem of the success of the learning more often connect it with the cognitive characteristics of the pupils, due to their intellect, abilities, training standard, cognitive strategies and etc.

However in psychological and socio-psychological studies (T.O. Gordeeva, 2002; N.A. Batourin, 1999; V.A. Yanchouk, 2001; D.A. Tsiring, 2001; G.M. Andreeva, 1979; V.P. Trousov, 1981; T.G. Stephanenko, 1999) we can find large data, characterizing interrelations of the activity efficiency and particularities of causal attributions of their subjects. At the same time only single studies are dedicated to the influence of the causal attributions upon the achievement motivation and learning success (T.O. Gordeeva, 2006; M.M. Dalgatov, 2001, 2006; A.M. Moutalimova, 2006; N.V. Tagaeva, 2005; A.A. Shepeleva, 2008). In the experimental researches (Wilson, Linville, 1985) it was revealed that, pupils' attribution of the bad marks to changeable, instable reasons leads to the positive expectations about future marks and increases their academic results. Besides in the researches of B. Licht and C. Dweck it was discovered that, when they face troubles (in the situation of failure) children with the pessimistic and optimistic styles of the explanation of their achievements behave themselves in a different way. The first ones have problems with solving the problems, while the optimists stay at the same level (Dweck, Licht, 1990) [1].

It was established that their achievements are attributed to such characteristics of the causal attributions like stability (constancy), internal localization and unaccountability. Moreover, in the studies of Dweck and Leggett it was found that the explanation of



the failures by the absence of the abilities doesn't have any negative impact upon the activity, if they are interpreted by the subject at the level of the intuition as the quality which can be changed, developed and formed (Dweck, 1991; Dweck, Leggett, 1988). A. Bandura's studies also showed that, the representations of the subjects of the educational activity, connected to the confidence in their abilities and their own efficiency, have positive influence upon their success (Bandura, 1995; Cervone, 1993; Zimmerman, 1995). The results of the studies, carried out in the frame of the attributive theories, testimony that the explanation style while facing the difficulties, and casual attribution of the success and failure influence the motivation of the behavior, particularly, activity or passivity, persistence or helplessness, and schoolchildren's success in whole, too (Abramson, Seligman, Teasdale, 1978; Peterson, Seligman, 1984). It means that, between causal attributions of the subjects and results of their activity and success of their activity, and also emotional and motivational indices there are some certain interrelations (B. Viner, M. Seligman, K. Dweck, A.B. Orlov, M.M. Dalgatov and others). However their correlations are still unknown, we aren't sure about the fact that the causal attributions influence the learning success and what is the nature of this influence.

Taking into consideration all the above said, we started the research to find out the influence of the causal attributions of the achievements upon learning success of the senior schoolchildren, where 225 schoolchildren of the secondary schools of Dagestan took part. The indices of the learning success were studied with the help of the expert teachers' assessment, pupils' learning success analyzing the documents (class registers, tables and others). While using causal attributions we applied: modified versions of the methods to measure types of the attribution Bugental-Ueylen-Haneker (modification of M.M. Dalgatov, I.I. Ilyassov); Dembo-Roubinshtein-Prikhozhan (modification of M.M. Dalgatov, I.I. Ilyassov); methods of C. Muller and C. Dweck to identify the implicit representations about the intellect. The results, received according to the methods of Bugental-Ueylen-Haneker, showed, that casual attributions have an influence upon the learning success at the level of statistical significance (Table 1). Notably, the significance of the influence of the favourable, as well as the unfavorable attribution turned to be lower separately, then their cumulative influence. This tendency takes place in the situation of the success as well as in the situation of the failure.

**Table 1**

**The main results of ANOVA of the influence of the attribution to success and failure upon the level of the success of the learning activity of the senior schoolchildren**

<b>Dependent variable</b>	<b>Independent variable</b>	<b>F</b>	<b>Mean</b>
Assesment of academic results	Attribution of success	30,725	,000
	Attribution of failure	33,872	,000
	Attribution of success * attribution of failure	4,725	,031
Teacher's assessment	Attribution of success	26,679	,000
	attribution of failure	31,176	,000
	Attribution of success * attribution of failure	4,278	,040



The analysis of the mean value of the success level showed, that the level of the success of the respondents with favorable attribution to success and failure higher in comparison with the respondents with the unfavorable attribution.

ANOVA of the results of each factor influence upon the level of the success of the learning activity testifies that there are significant differences in the average indices of the success and expert pupils' marks depending on the type of the attribution (Table 2).

**Table 2**

**The main results of ANOVA of the influence of the types of the attribution upon senior schoolchildren's learning**

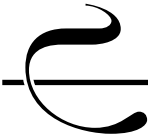
Independent variable	Dependent variable	F	Mean	F	Mean
		Situation of success	Situation of failure	Situation of success	Situation of failure
Attribution to abilities	Assesment of academic results	8,824	,003	10,163	,002
	Teacher's assessment	6,374	,012	7,893	,005
Attribution to efforts	Assesment of academic results	22,602	,000	,002	,040
	Teacher's assessment	33,024	,000	10,941	,001
Attribution to luck	Assesment of academic results	13,453	,000	1,314	,253
	Teacher's assessment	14,543	,000	4,128	,043
Attribution to difficulties	Assesment of academic results	6,163	,014	,842	,360
	Teacher's assessment	4,949	,027	,221	,639
Attribution to help	Assesment of academic results	4,378	,038	,142	,707
	Teacher's assessment	4,703	,031	,385	,535
Attribution to the mood	Assesment of academic results	1,132	,289	8,854	,003
	Teacher's assessment	,324	,570	3,702	,056

The results of the descriptive statistics let us conclude that the respondents with success attribution to abilities receive higher marks (3,95) of the success level in comparison with the respondents, who have no success attribution to abilities (3,24). In the conditions of failure we can observe the opposite situation: the success level of the respondents with the failure attribution to abilities is greatly lower (3,60) then the level of the success of the respondents having no failure attribution to abilities (4,06).

The explanation of the success by the efforts, and failure –by their absence positive-ly influences senior schoolchildren's learning success. The senior schoolchildren, having no attribution to the luck in both situations of the success and failure, demonstrate the indices of success lower (3,52), then the pupils with other types of the attributions (4,05). Attribution to the difficulty of the task (in the situation of the success) and attribution to help (in the situation of success), are less favorable to learning success.

Senior schoolchildren, explaining their failures by such temporary factor, as the bad mood, are more successful at learning (4,02), then senior schoolchildren, who do not use this causal factor (3,59). So, the results, received with the application of the modified version of the methods Bugental-Ueylen-Haneker, confirm our hypothesis about the dependence of the senior schoolchildren's learning success from the types of the causal attribution. The pupils with the favourable type of the attribution are characterized by higher level of the success, then the pupils with unfavorable type of the attribution who stand out by their lower academic results.





The results received according to the methods of Dembo- Roubinshtein –Prikhohan, justify and enlarge abovementioned conclusions. The studies of the influence of the self-assessment of the abilities, efforts, luck and difficulties of the studies upon senior schoolchildren's learning success showed that this correlation takes place at the level of the statistic significance (Table 3).

**Table 3**

**The main results of ANOVA of the influence of the self-esteem upon senior schoolchildren's learning success**

Independent variable	Dependent variable	F	Mean
Self-assessment of abilities	Assesment of academic results	9,768	,002
	Teacher's assessment	5,896	,016
Self-assessment of efforts	Assesment of academic results	14,114	,000
	Teacher's assessment	8,358	,004
Self-assessment of problem difficulty	Assesment of academic results	5,378	,021
	Teacher's assessment	6,699	,010
Self-assessment of luck	Assesment of academic results	5,333	,022
	Teacher's assessment	5,096	,025

The analysis the mean-values of the success level of the senior schoolchildren shows, that the pupils with relatively high self-assessment of the abilities, efforts and difficulties are more successful (4,11), then the pupils with low self-esteem (3,57). The opposite tendency is typical for schoolchildren, who differ by the factor of the luck: «lucky» pupils have lower academic results (3,68) in comparison with «unlucky» ones (4,02).

In the studies of the foreign authors (B. Viner, C. Dweck, Kh. Heckauzen and others) it is underlined that the most affective for the individual is the failure attribution to abilities, because it has more important negative consequences for the subject (for example the phenomenon of the learned helplessness). Starting from the importance of the attribution to abilities, we thoroughly examined this causational factor. Besides we take into consideration the data of C. Dweck and her colleagues, which speak about the fact that the influence of the failure attribution to abilities becomes significantly lower if the intellect (abilities) perceived by the individual is a changeable quality of the personality. It was important to check whether the experts' assessments differ from the academic results of the senior schoolchildren, having different ideas about possibilities of changing their abilities (intellect). This difference was found at the level of the statistic significance (Table 4).

**Table 4**

**The main results of ANOVA of the influence of the implicit theory of the intellect upon the senior schoolchildren's learning success (using the method of C. Muller and C. Dweck and questionnaire of C. Dweck)**

Independent Variable	Dependent variable	A mean square value	F	Mean
Implicit theory according to the methods of C. Muller and C. Dweck)	Assessment of academic results	93,247	117,484	,000
	Teacher's assessment	61,909	131,041	,000
Implicit theory of the intellect according to the questionnaire C. Dweck)	Assessment of academic results	68,368	75,523	,000
	Teacher's assessment	33,174	55,171	,000



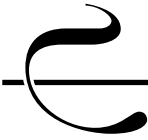
Data, received with the help of the questionnaire of C. Dweck and methodic of C. Muller – C. Dweck, in the whole they confirm our hypothesis, that the respondents who believe in the intellect growth (the abilities are changeable) have higher indices according to the level of the learning success (4,21) in comparison with those who support the theory of hereditarian viewpoint on intelligence (3,03) (the abilities aren't changeable).

Thus, the results of our research show that the senior schoolchildren with the favorable type of the attribution of success and failure differ much more by higher level of the learning activity. These results are additionally proven by other data which testify that the students with high indices of the academic success are characterized (according to implicit theory of the intellect growth) by higher self-assessment of the abilities and efforts. At the same time the received data testimony that the unfavorable type of the attribution gives negative impact upon learning activity, it is proven by low academic results of those schoolchildren who have this type of the attribution.

The further researches in the context of these problematics can be dedicated to finding out mechanisms of the influence and interrelation between schoolchildren's causal attributions and other individual and psychological particularities, this information will help to find other ways of increasing success of learning.

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Nesterenko I.E.

## Pupils' context attitudes as the meaning of the context forming in the educational process

*Context attitude can be regarded not only as a situational factor and not only as a structure, regulating current activity, but the structure, which has opportunities to come out of the current activity and have an influence upon the whole personality development as one of its factors. This factor is particularly important at the adolescence, when there is an active development of the context sphere of the personality. The context attitudes, being regulative structures of the personality, are the factors of the successful development of the personality.*

**Key words:** *context sphere, initiating the context forming, context attitude, levels of forming context attitudes, context interference, personalization, personification.*

The particular problem of the contemporary psychological and pedagogical science is connected to the creation of such methods and technologies which initiate pupils' context forming. In the process of their creation, it is necessary to reveal not only psychological mechanism of the sense discovering in the studied content, but to show how "decrystalized" context, influences the personal readiness to perceive the next material at the value and context level, how value and context attitude arises in the educational process, achieving sinectic realization, when the things of the different quality suddenly acquire the qualities of the unique, whole (thanks to the polymodel character of the context). In this connection context attitudes are of particular importance in the educational process as the significant part of the contemporary researches of the context and context forming in the educational process.

In order to follow the sense of the problem it is necessary to study the history from the time when they started to show the interest towards personality's context reality from revealing the immediate, unique changeable structures, intertwined into the real activity (personal senses) to the studies of the most stable formations, crowning personality's life spell (life sense, values, life sense concept). Besides we can speak about the large study of such structures as a motive, value, life sense, personal sense and insufficient studies of the spacing of the context sphere in the form of the latent structures, where they refer context dispositions, particularly, and dynamic chains represented by the context attitudes. In connection with this theoretical aspect this notion of the context attitude doesn't show all its facets.

At present in science they distinguish two approaches towards the understanding of the sense of the context attitude: 1) as forms of expressing the personal context as the readiness to fulfill some activity (Asmolov A.G., 2002); 2) as one of the compounds of the executive mechanisms of the activity (Leontiev D.A., 2003). These approaches discover different aspects of the attitude functioning. Context attitudes can be simply considered not only as the situational factor and not only as a structure, regulating the current activity, but as the structure, which is able to emerge from the context of the current activity and have an impact upon the whole personality's development, playing the role of one of its

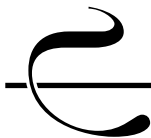


factors. This fact is especially important at the adolescence, when there is an active growth of the context sphere of the personality. The context attitudes can be regarded as regulative structures of the personality; they are one of the factors of the personality's successful growth. The inadequate attitudes can have the significant negative influence upon the further personality's development, distorting and changing the main context strategies.

A lot of authors show the meaning of the attitudes in personality development (Asmolov A.G., 2002; Leontiev D.A., 2003; Uznadze D.N., 1966); underlining the fact that the context attitude replies to choices of the professional development (Alimov A.A., 2006; Darvish O.B., 2007). In this connection the interest towards the studies of the students' and pupils' context attitudes has recently appeared: they study the dynamics of the students' context attitudes in the process of the education and particularities of the interrelation of the attitudes with the unique personality's sphere (Alimov A.A., 2006; Savchenko N.A., 2007; Sladkomedova M.A., 2007; Pestrikov D.V., 2007).

Studying context attitudes in the educational process some authors (Abakoumova I.V., Savchenko N.A.) come to the following conclusions:

- context structures can be treated as structures having the possibility to be transformed into more stable value-context units, which are fixed in more stable personality's constructs and in consequence it is necessary to consider their directed creation as the important component of the pupils' personal development;
- in compliance with the selectiveness of the knowledge, preferences to these or those choices in the activity, context attitudes have an influence upon life purpose personality development. In the context of the studies of the educational process it is possible to speak about the specifics of the attitudes' forming and functioning, showing the particularities of these representations. At the level of the pedagogical situation, initiating context forming, context attitude evokes emotions as the personal relation towards psycho semantic phenomena, appearing while you discover the sense and bringing into the form the specific value and context attitude at the new level as the context trace of the assimilated educational contents, besides value and context attitude is the emotional estimation sign of the earlier revealed decrystallized sense, making connection between the previous and the following moments of the context forming in the educational process;
- the context attitude itself can exist at the different levels: situational, conditionally formed and the well-formed levels. The situational attitude is regarded as unstable entity, conditioned by a number of the occasional phenomena, as the attitude, formed in the dependence of the situation. Correspondingly this attitude differs by reduced compounds, the answers of the same type, their small degree of advancing arguments, and by the absence of the attitude to analyze psychologist's image out off the educational activity context. The conditionally formed attitude is regarded as the stable tendency, which didn't acquire the status of the fixed entity. Correspondingly, this level of the attitude is characterized by more reasonable and differently orientated, unexpressed attitude to analyze the psychologists's image in a larger life context. The fixed attitude demonstrates itself in any situations and circumstances,



as the stable and fixed entity, that's why it differs by the completeness and expansion of all the components, including a larger life context. The level of the formed attitude can demonstrate itself in different types, which are distinguished by their specific contents;

- the stable character of the formed attitude let us speak about the contents particularities of its functioning. The content component of the professional disposition has its originality, realized through dispositional scenarios as the scenarios of the further realization in the future activity. At the basis of the empirical research it was established two possible ways of showing regulative functions of the formed attitudes: content and operational.

The particularity of the education as the context reality consists in the fact that if we speak about the education as the process, including the moment of the pedagogical management, then this function should be related towards learning. On one hand, it regulates the context forming, creates conditions for revealing senses, forwards this process in the correspondence with laws of the pupils' context forming activity, on the other it uses context potential (that context attitude which was formed earlier) in order to realize other educational goals, by this way providing prerequisites for the new «coil» of context forming. Taking into consideration the fact, that the context is characterized by "spontaneous" appearance, the education may be cruel, regulated, the educational space turns to be not only the unfavorable for sense forming, but the risk zone, which, in the conditions of the careless relation towards the problem, the underestimation of the communicative component as the directed sense translation, may lead to the destruction of the important life context orientations.

In the process of making technologies designated to the translation of the value and context attitudes into the educational process it is necessary to use the mechanisms of the context interference (as enforcing and increasing the context identity between the teacher and the pupil) as the mechanism of enlarging cooperative value and context space of the teacher- pupil, which is determined by two interrelated, but oppositely directed processes:

- personalization as the process of the transmission of the value and context characteristics of the pupil creating his own world outlook, as the intention of exteriorizing the concept of «Self» and self-attitude;
- personification as the process of giving rise to the personal values at the expense of penetrating into teacher's senses and values while including the educational contents in his own world outlook.

Technologies of making value and context attitudes in the educational process as the pedagogical technologies which have different context forming potential and different trajectories of the realization at practice of the educational process, depending upon the level of the context actualization and context forming potential. Technologies of making subjective the contents (fulfilling by potentially discovered contexts), its simultaneous and following objectivism (when the contents have the sense for everyone), assimilation (decrystalisation) of sense by pupils (for each individually) must be realized in the real educational process taking into the consideration the fact that the contents function at the several levels, which

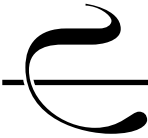


reflect the logics of building the educational process from making projects up to realization, from the moment, when the teacher starts planning and determining the priorities of the studied contents, up to revealing and acquiring sense by pupils what is studied. Technologies must be oriented from the level of the personal senses up to high contexts, aiming the personality towards the search and formation of the unique life sense strategy as the stable tendency towards the certain interpretation of the occurring social phenomena and the readiness to react in the correspondence with the appearing context attitudes.

The saturation of the pupil's conscious by personal sense, the transfer from the immediate emotional context perception to the possibility of the context verbalization, their introduction into knowledge and value level; enlarging context attitudes, as the readiness not to see the particularities of the environment, but as the basis of the essential understanding of the external meaning for himself, his subjective experience; motivation as the basis of the educational success, the desire to study caused by stimulus impact of the desire (appreciation, disapprove, competition with the peers), and the internal move, as the aspiration for the cognition of the new things, – all this let to grow context personality structures up to the level, when the context basic senses already exist in the pupils' or student's conscious enough integrated and new, offering to assimilate the contents they wake up passion, relation, but it corresponds with the context field, that the pupil has already formed. In the process of realizing the educational contents, through the situational context entities, enriching those context structures, which characterize his personal growth, the pupil himself looks for balance (through the acceptance or rejection of the newly revealed senses) between their context priorities and contents, which have to be assimilated. The ecological and regional, historical and religious, ethnic and social – all these problems must be closely approached to the subjective pupils' experience, to the actualization of the different context structures and context sphere in whole.

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Sitdikova S.N.

## Personal determinants of women career success

*In the article it is carried out the theoretical analysis of the literature on a problem of women career success; there are adduced the results of the carried out research consisting of two stages: ascertaining and forming.*

**Key words:** *personal determinants, success, career success, business activity, motivation, working woman, communicative abilities, professional sphere, profession, orientation of personality, personal qualities, presentations, etc.*

The greatest interest of psychologists is caused by internal (subject) determinants of a person's career success as they to the greatest degree give way to the organized regulation. Among of some external and internal determinants of career success many researchers underline professional presentations of a subject of career (E.A. Klimov, V.N. Obnosov, E.A. Semenova, L.A. Sergeeva, etc.). In particular, they distinguish such interconditioned components of success as developing presentations about profession and personality of the professional, presentations about self as the future professional, presentations about possible professional future. In opinion of psychologists (K.A. Abulkhanova-Slavakaya, B.G. Ananyev, L.N. Antsyferova, Y.V. Bessonova, V.A. Bodrov, L.G. Dikaya, E.A. Klimov, etc.), personal characteristics of a subject of work are the major determinants defining achievement of professional success.

As typological features causing the specification of a complex of determinants of subjects' career success, they also note their age and sex. In psychology there are already obtained some data describing psychological determination of career success of men and women (Afanasenko I.V., 2005; Parshikova E.V., 2006; Husnutdinov R.R., 2006).

Numerous researches have brought the significant contribution to the problematics designated as psychology of the woman (B.G. Ananyev, D.B. Bromley, A.A. Derkach, V.G. Zazykin, V.I. Slobodchikov, A. Adler, A. Maslow, G. Allport, K. Rogers, Z. Freud, E. Fromm, V. Stern, E. Ericson, K. Jung, etc.). Now there is a prompt women's reorientation to traditionally man's social roles, gradual smoothing of distinctions between "men's" and "women's" professions, there are observed feministic moods and emancipation cultivated in society, crisis of personality's identity in the changing world, sexual dysphoria, etc. (E. Sullero, J. Landau, S. Marlow, T. Melamed, G. Stiens, R. Kenter, S. Wallsh, K. Kessel, etc.).

The analysis of available scientific sources has shown that at career construction, alongside with universal difficulties, women suffer the influence of specific factors (Meliya M.I., Rozin M.V., 1993; Balabanov S.S., etc., 1993; Ozhigova L.N., 2005; Shatrova L.A., 2003; Chirikova A.E., 2002). Among social problems with which the female society collides researchers name: negative attitude and scepticism of men, conflicts of roles which are carried out in public and private life, discriminative mass consciousness, deformation towards patriarchy, gender and professional stereotypes, sexual harassments, deprivation of access to information, condemnation of relatives, etc. (Shokina I.A., 2000; Voronina O., 1999; Bern S., 2004; Bendas T.V., 2000).



The analysis of available data on personal determinants of the woman career success shows that in the majority they reflect specificity of success in concrete professional sphere. At the same time, there are no works giving empirical data on universal personal determinants of women, allowing them to reach success in any field of activity.

The research we carried out consisted of two stages: ascertaining and forming. The first stage included: studying of modern presentations about division of professional roles of the woman on traditional and nontraditional and distinguishing criteria of her success at performance of these roles; revealing of personal determinant of the woman career success on example of her execution of traditional and nontraditional professional roles; distinguishing of leading and reserve components in the structure of personal determinant of the woman career success.

During the questionnaire interaction, to respondents it was offered to think and name: 1) professions in which the success can be reached only by women, and professions in which the success can be reached only by men; 2) criteria of the woman career success used at estimation of performance of professions, belonging to sphere of "cleanly women's" and "cleanly men's" success; 3) qualities which are necessary for the woman for construction of successful career in "cleanly women's" and "cleanly men's" professions.

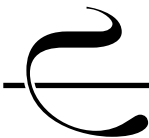
Comparison of criteria of the woman career success with reference to "cleanly women's" and "cleanly men's" professions let us reveal following distinctions: with reference to "cleanly women's" professions, to criteria of career success more often there were attributed satisfaction in job, mental well-being, social recognition; with reference to "cleanly men's" professions to criteria of the woman career success more often there were attributed a level of wages, achievement of desirable career heights, imperious powers, quality of performed work.

To the qualities necessary for the woman for construction of successful career as a whole, the respondents related: adaptability, speed of reaction, attentiveness, susceptibility to new, flexibility, readiness for risk, efficiency, diplomacy, conscientiousness, dominance, health, initiative, intellectuality, internality, informativeness, constructive aggression, contactness, conformity, creativity, loyalty, inquisitiveness, mobility, orientation on success and many other things.

During the first stage, for revealing of subject presentations about personal determinants of the woman career success there have been used the method of subjective scaling and the method of semantic differential. The women being not successful in career, structure the qualities necessary for its achievement according three semantic lines: "Organizational and business component of success"; "Emotional and will component of success" and "Adaptable component of success".

Comparison of the structures of presentations about the personal determinants of career success received in sub-selections of successful and unsuccessful women, has allowed to establish, that successful women possess more differentiated and developed structure of presentations about personal determinants of career success, in comparison with unsuccessful women. For successful women the conscious orientation of personality on success is most significant, for unsuccessful it is most significant the possession of some organizational and business qualities.





Among career successful women the personal qualities underlying successful performance of professional problems and construction of effective interpersonal interaction make three precisely expressed semantic lines – communicative, informational and organizational components of career success, and among unsuccessful women they are integrated into one semantic line.

For career successful women (unlike unsuccessful) health acts as the significant component of career success. Among career successful women a subject's ability to construction of effective interpersonal interaction represents separate precisely performed component of determinants of career success, and among unsuccessful it is distributed on all its components, thus, not playing a dominating role. Among career successful women adaptable characteristics of personality are organically included in all semantic groupings of personal determinants of career success, and among unsuccessful women they are integrated into separate structure. Among career unsuccessful women such characteristics of personality as "constructive aggression", "independence", "presentations about success", "installation on success" and "turn to the future" have not received significant expression as personal determinants of career success.

The received results let us reveal statistically significant distinctions among women successful and unsuccessful in career sphere on a number of properties of personality (table 1).

**Table 1**  
**Comparative distribution of average values of personal determinants of career success (in sthens) on two sub-selections of women**

Determinants	Successful women	Unsuccessful Women
Motivation of achievement (after A. Megrabyan)	9,5	4,3
	P < 0,01	
Communicative tolerance (after V.V. Boyko)	8,9	5,1
	P < 0,01	
Sociability (FPI)	9,1	7,5
	P < 0,05	
Creativity (CAT)	8,6	4,8
	P < 0,01	
Business activity (after T.E. Argentova)	9,0	4,2
	P < 0,01	

Further inspection of examinees has shown that significant distinctions in development of personal qualities underlying career success, which we distinguished during the experiment, are saved among successful and unsuccessful women without dependence from sphere of their activity – "cleanly men's" or "cleanly women's".

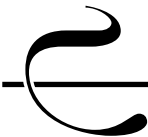
The forming stage of experiment provided development and carrying out of training on development of personal qualities distinguished by results of the ascertaining experiment as a determinant of career success. Training was named the "Movement to success". According to the received results, 72,0 % of the women who have passed the program "Success is possible and achievable", could get a job during two months after



its end. We established that personal determinants of the woman career success represent a set of her mental characteristics causing achievement of career achievements demanded at a personal level in a certain sphere of professional work, in optimum rate and with a level of power inputs admissible for normal life activity. As leading components of personal determinants of the woman career success there were noted creativity and motivation of achievement; as reserve components there were noted communicative abilities and business activity of the woman.

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