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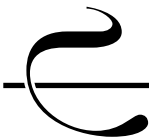
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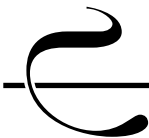
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PSYCHOLOGY OF CREATION

Particularities of the context sphere of the adolescents in the conditions of the inclusive education

Abakoumva I.V., Kossikova L.V.

This article represents the material about the problem of the inclusive education in our country; the authors analyze the results of the research dedicated to the specifics of the value and context sphere of the adolescents with the limited health abilities.

Key words: *educational interaction, inclusive education, context sphere, life concept, context strategies.*

In the project of the national educational initiative «Our new school» (2009) they underline, that the particular attention must be attracted to the creation of conditions of the full-value inclusion into the educational space and successful socialization of children with the limited health abilities, of children with the behavior deviations, who are in the difficult life situation.

The socio-economic reforms in the country, activation of the social politics of the democratization and humanization of the society, the development of the national system of the education determine the search of improving the organization, contents and methods of the education and bringing up the children with the limited health abilities.

One of the way of the realization of this task is the educational integration or inclusive education (co-education of the usual children and the children with the limited health), who provide the accessibility of the education for everyone and becomes the method of the social integration.

In the international practice the old term «integrated education», describing this process was replaced by the term «inclusive education».

The transfer to the inclusive education in the national context in principal was determined by the fact that Russia, that Russia ratified the convention of UNO in the field of children's rights, disabled children's rights: Declaration of children's rights (1959); Declaration about the rights of the mental defectives (1971); Declaration of the disabled (1975); Convention of children's rights (1975). However Russia became the country with the civilized education, it is not only necessary to adopt the Law of the special education, or about the education of people with limited abilities, but to have a favorable public opinion about this question, and also create institutional conditions for the realization of the rights by disabled people.

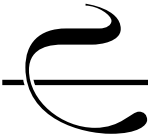


At present in our country there are 617.000 disabled children, among them about 34.000 of children and adolescents with the limited health abilities.

The problem of the social integration of the children with development problems is one the most important practical problems, attracting attention of the national (I.M. Guilevitch, E.I. Leongard, N.N. Malofeev, M.I. Nikitina, T.V. Pelimskaya, L.I. Tigranova, L.M. Shipitsina, N.D. Shmatko and others) and foreign (P. Beiker, V. Goudoniss, M. Johnson, D. Lauve and others) scientists. As the priority they determine psychological and pedagogical aspects of the problem of the inclusive education, where, first of all, we attribute conditions, favorable for the efficient integration. The specialists draw the attention to the fact that the integration is the complicated, multileveled process, including a lot of the compounds. Forecasting the social difficulties, which consist in overcoming widely-spread prejudice and pedagogical stereotypes, and organizational difficulties connected to the creation of so called environment without barriers, providing not only efficient but economical way of the development of children with limited health abilities. That's why studies of the public opinion about the educational problems, schoolchildren's representations, the ideas of their parents and teachers about the advantages and disadvantages of the education of the children with the limited health abilities in the conditions of the specific educational institutions and co-education with ordinary children are of great concern.

One of the current problems of the inclusive education is the studies of the context sphere of children and adolescents with limited abilities. The studies of this problem give the large material for understanding adolescents' personality, the things which are necessary for further integration into the society. Actualization of the context problem is connected to those big changes which happen in the society and which put before the man the complicated questions of self-realization, self-assessment in the new historical period. Context sphere directs the man's behavior, determines personality's development, interests, the choice of the way of the life, self-determination of the person makes actual his future potential in the future. Every man has his own constantly changing and developing personal and context sphere, which determines his great inclination for this or that life concept, that in its turn can determine the elaboration of the particular context strategies in the process of the cognition and the interaction with the environment.

In the number of studies dedicated to the general and pedagogical psychology (I.V. Abakoumova, A.G. Asmolov, D.A. Leontiev, V.P. Zinchenko, V.V. Znakov, E.V. Klochko and others) they highlight, that one of the most important factors of the development of the child's personal sphere development can be regarded as his context characteristics, level of the development of his context origins. I.V. Abakoumova determines the individual life strategy as the formed in the course of the ontogenesis using mental experience and the system of personal formations of the individual, which let to optimize and minimize subject's activity in his interrelations with the objective reality and manifesting itself in the relation towards the aim, process, results of the activity, and towards the life and himself [1].



The life concept starts to form by the adolescence, it can change and transform during the whole life of the person, but at the particular period of the ontogenesis is rather stable. The period of the adolescence is more susceptible to social changes (G.M. Andreeva, L.I. Bozhovitch, L.S. Vigotskii, I.S. Kon, A.V. Petyrovskii, D.I. Feldshtein, D.B. Elkonin).

At this age the adolescents master "internal world", «the life plan as the known system of the adaptation, which is for the first time realized by the adolescent» [2]. The adolescents create premises for finding life sense, because it is the age of revealing his "Self", personality design, from one side, and the age of the creation of world outlook– from the other side. The general maturation of the personality orientation, improvement of context orientations, intensive development of context reference points happen at this age. The internal world and individual context orientations acquire self-containment, which pass into the super value; self-conscious raises the desire for self-assertiveness and self-guidance. A lot of the researchers underline, that the biggest achievement of this period is the rapid development of the reflexion – realizing of Self and possible changes in the environment and himself. Thanks to the development of the reflexion the attitudes of the personality consolidate and improve, becoming incentives in the organization and self-organization of the adolescent's behavior. According to the bigger number of personality's attitudes and values the person believes in, the reflexive experience gives rise to the personal forces of the development, such as the self-assessment, self-acceptance, acceptance of the others, personality's social orientation, desire for the domination, the intensity of the internality in the decisions and actions and etc.

M.A. Frisen thinks, that in dependence of the personality openness to the new experience it is possible to distinguish two types of the development of the context sphere at the adolescent's age: productive and reproductive. The context sphere developing according to the productive type, can be referred to the class of the active and creative, it is characterized by the openness, reflection, as consequence, orderliness, absence of the stereotypes, harmony, «readiness to follow the potential calling», to find and solve problems for context, internal creation of generalized types, flexibility of the conscious centration. The reproductive way of the corresponding to the context sphere, which differ by the conscious centration and closedness, that can lead to the disharmony, little volume of unconventional senses, their disorder, predominance of the defense mechanisms over mechanisms of context forming and context creation in the case of the context tasks [6].

But if a healthy child has the possibilities to study the environment, to make mistakes, himself or with adults' help to correct them, to communicate with different people and create an adequate picture of the future, and looking forward it to work out the necessary abilities, the children with the development problems often deprived of these possibilities. This disease, attitude of the surrounding people and often incorrect style of the education give the blurred image of the future.



After studying the scientific literature and practice of the education of the children with limited abilities we could distinguish a number of the contradictions:

- between the necessity of the organization of the inclusive education of the children with the limited health abilities and insufficient elaboration of the scientific, theoretical and methodic bases for these children;
- between the need of children with limited health abilities in the complex of psychological and pedagogical and medical and social rehabilitation and the absence of the researches about the particularities of the context sphere of these children, which makes difficult the creation of the system of the individual and personal support in the process of learning and education.

The aim of our research is finding out specifics of value-context sphere of the adolescents and creation of the system of their psychological and pedagogical support in the conditions of the inclusive education.

The schoolchildren adolescents from 10 secondary schools of Rostov-on-Don, who have home education, took part in the research (in total 74 people). Pupils, who have home education, represent a heterogeneous group: according to belonging to a certain nosological group (neurological diseases, motor and sensory restrictions, somatic diseases), age and involvement into the education (children who study according to the general program, but the timetable of the lessons is not so rigid, as at school, children, who are obliged several times a year to go to hospital (endocrine system diseases) and disabled children, having classes at school.

In this research we used standardized techniques and methods of the project type. In order to reveal the system of the subjective values we used tests «Self-portrait», «World vision» (E.S. Romanov and O.F. Potemkin) [5]. In the frame of psychometric approach to context reality of pupils we used: methods, based upon the method of the semantic differential «Scale of the attitudes towards time» and «Attribution of the personal qualities» (K. Mouzdibaev) [4] and the test of the life orientations (D.A. Leontiev) [3].

With the help of the described above methods we managed to find out the particularities of the context structures of the adolescents' personalities with limited health abilities: their life values, content aspects of the self-assessment, relation towards the environment, emotional assessment of the life perspectives, locus of control, context strategies.

Test of LO allows to study the particularities of context sphere of the pupils, to distinguish the levels of the context development according to the integrative index– general life comprehension, and its compounds– life orientations: aims of life, life process, locus of control –Self and locus of control- life. These are the indices which influence the personal development of the adolescents.

After data processing it was established, that the group of the adolescents with the limited abilities (experimental group) integrative coefficient of life meaningfulness and indices according to subscales: “life aims”, “process of life”, LC-Self and LC-life are significantly lower (with data validity $p < 0,01$ according to Mann-Whitney U Test), than in the control group (see Table 1).

**Table 1****Comparative analysis of the indices according to the test of LS**

Group of pupils	Indices of the life strategies					LO
	Aims	Process	Results	LC-Self	LC-L	
Disabled children, going to school	25,79	31,21	22,89	18,71	29,11	90,14
Children who stay at the hospital	28,95	28,42	27,26	20,00	30,11	95,68
Children who have home education	28,67	29,44	23,67	19,78	27,19	94,59
Control group	33,15	33,62	27,59	22,60	32,87	110,84

For the adolescents with the limited health abilities less, than for usual schoolchildren, are typical such indices of the context sphere, as the degree of the meaningfulness of the life problems, the presence of the aims for the future, the emotional intension of the life, representations about himself as a strong personality, able to compete and realize some plans, to control the situations. It can witness about the passive position of the adolescents with limited abilities in different life spheres, a certain personal regression. In dependence with the involvement into education, the adolescents have different life attitudes; they elaborate a particular life strategy. The differences of the life strategies are connected to the different attitude towards the process of the learning, results and aims of the activity, and also in general towards the life.

Comparing the compounds of the context sphere (aim, process, result, locus-control-Self, locus-control-life) we found out the following important components of the adolescents' life strategies, of those who have home education, and disabled children. The first position occupies the process. The difference in the components of the life strategies consists in the orientation to the life aims and inclinations to control it and take individual decisions. The adolescents, who have home education, attach importance to the aims for the future, than disabled children. The adolescents who spend a lot of time at hospital have at first place locus control –life. They differ by the belief of being able to manage their life, that can testify about a certain degree of the confidence and the desire externally to demonstrate themselves as strong personalities.

In all three groups the inclination to build the life according to the aims and representations about its sense and also to control the life has a little significance. This aspect should be given a particular attention in the correctional work with these adolescents.

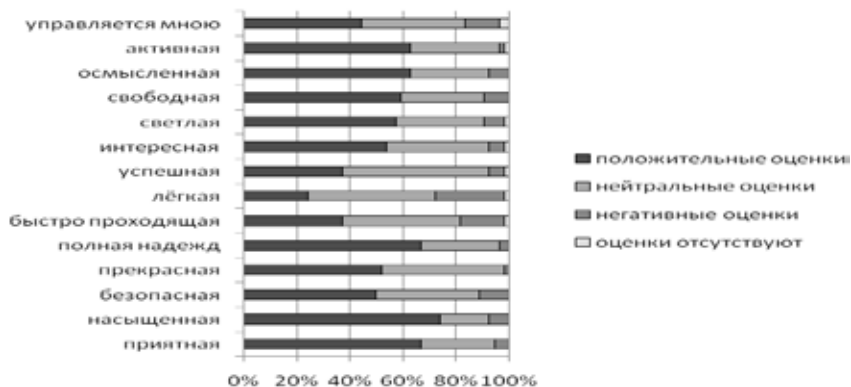
The main life strategy of the pupils having home education and disabled children is the present, to hide their inability to control the life, aims and results. The typical feature of the life strategy of the adolescents with limited abilities is the lack of the trust into the possibility to control life events. They are scared of any negative impact upon their life. It combines with the external locus of control – externality, it means, the inclination to explain the main part of their failures by the external circumstances. This emotional condition turns to have a negative impact upon cordial attitude, of parents as well as their children, the relation with the environment and strengthen socio-psychological and personal conflicts. The specifics of schoolchildren with limited health abilities consist in the decrease of the activity in the sphere of establishing



contacts and changing the social attitudes, increase of the risks of the disorders. It can manifest itself in the growth of the emotional tension, inadequate psychological defenses (type of the aggression, depression and etc.).

To verbalize the attitude to the life in whole we used the assessment of life according to bipolar scales (based upon the methods of the semantic differential «The scale of the attitudes towards the time», adapted by K. Mouzdibaev). The respondents were asked to assess their life according to the following pairs of contrast characteristics, making a mark at the scale nearer to one or another pole. The scales are drawn like similar horizontal lines. We proposed the following scales to assess life: pleasant-unpleasant, eventful – poor with events, dangerous – safe, beautiful-terrible, hopeful – hopeless, passing quickly – long lasting, easy – difficult, successful – unsuccessful, interesting – boring, fair- dark, free – restricted, senseless – meaningful, active– passive, self-directed – directed by other people.

The pupils, having home education, assess life contradictorily. It seems them to be full of the events, full of hopes, but at the same time there is a tendency to assess the life neutrally, especially according to the scales «beautiful-terrible», «successful – unsuccessful», «self-directed – directed by other people». The most frequent negative assessments of life according to the scales «easy – difficult», «quickly passing – long lasting », «safe – dangerous» (see drawing 2).



Drawing 2. Assessment of life by the adolescents, who are at the home education

In the process of the research it was established, that the specific particularities of the context sphere of the adolescents with the limited abilities are determined by the problems, having a biological type of health state and disorders, their interrelations with the environment. These particularities demonstrate themselves in the relation towards the environment (insufficient degree of analyzing purpose of life problems, passive position in the different life spheres, weak emotional tension of life); in the interrelations with the close environment (social indifference, alienation, tendency for



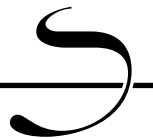
limiting social contacts, insufficient level of the communicative skills); in the aspects of the contents of the self-assessment (inadequate of the self-assessment, difficulties in the emotion and value attitude towards himself, lack of the trust in his own forces); in the structure of life values (changes in the subjective world vision, emotional assessment of the life perspectives, refusal from the responsibility for himself and others); in the internal locus of control (dependence, inability to control the events of their own life, dependence of the life plans from the educational process).

The development of the context sphere of the adolescents with the limited abilities, their life orientations are determined by the factors of their life-sustaining activity and change under the influence of the conditions, created in the process of the inclusive education .

The system of psychological and pedagogical support of the adolescents with limited abilities in the conditions of the inclusive education can be organized according to the following directions: определение целей and priorities of the psychological and pedagogical help for the adolescents; complex diagnostics of the health and particularities of the child' s personal development by the specialists of the different specialties; the choice of the contents and the educational technologies, directed to actualize motivational and context sphere of the adolescents taking into consideration their abilities; organization of the learning process according to the individual and personal features of the pupil; advanced psychological and pedagogical training of the specialists, working in the system of the inclusive education.

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Activation of students' self-guided work at the basis of the existential and humanistic concept of personality-oriented education at high school

Berberian A.S.

The current problems of the students' self-guided work as the highest form of the educational activities, and the results of the experimental research are discussed in this article. The particular attention is paid to the role of self-guided work in personal and professional auto shaping.

Key words: *students' self-guided work, personal and professional orientation, personality-oriented personality of education.*

The education, swiftly reacting to all changes in the society, meets the challenges of the present-day world, streamlining the system of the education and providing today's generation with knowledge and technologies, «gives them impetus to self-development, the intention, thanks to which the person will search and reveal the senses of his life» [1, p. 71], it means, providing competence at the international market. The pivotal point for the sphere of the high education is the principle declared by S.D. Smirnov: from activity to personality, which contains the powerful potential in high school practice [7]. Interesting from the point of view of the concept approach and technological elaborations to the personality development we consider the idea of the development of «culture of dignity» A.G. Asmolov [3].

Humanistic personality-oriented high school education claims the learner as active, conscious, equal partner of education of learning and educational process. Technology of personality-oriented education co-opts achievements of humanistic ideas, world outlook and democratic style of life. It is based upon ideas of humanistic education, according to which the man is recognized to be the precious value (C.R. Rogers, 1961; A. Maslow, 1968, 1975; R. May, 1983; V.E. Frankl, 1988; J.F. Bugental, 1981; M. Boss, 1982; L. Binswanger, 1962; N.A. Berdiaev, 1990).

The practice of humanistic ideas reflects concrete forms and methods of personality – oriented education (S.D. Smirnov, I.V. Abakoumova, 2006; P.N. Ermakov, 2006; A.G. Asmolov, 2002; D.A. Leontiev, 2006; I.S. Yakimanskaya, 1996; I.B. Kotova, A.V. Petrovskii, 1997; V.V. Serikov, 1997 and others.). In general they can be represented according to the following parameters: differentiation of the educational activity; individualization of the processes of the education and learning; creation of the favorable conditions for each student's development; on an aggregate basis of homogenic indicators creation of homogenic groups; comfort of teaching and educational activity; social security, social security of pupils; trust in pupils, his forces and possibilities; acceptance of the pupil such as he is; the replacement of the aim attitude of the educational process; validity of the level of the development of each student; reorientation of the internal personal attitudes of the teacher; reinforcement of humanitarian



education. The advantages of the education according to these criteria are quite appealing; there are a lot of enthusiasts and и сподвижников, who want to follow these principles.

However the reality of Armenian educational system doesn't let to use в чистом виде the proposed technologies: the teacher is not free in the choice of methods and forms of education. In the real educational activity the teacher is obliged to orient and strive to the level of grades as a result, and discipline as the atmosphere of implementation practice and comfort. The significant aspects of personality-oriented technology, implemented into the practice of the Armenian reality, – humanization of the educational process, the return to the learner's personality, introduction of concrete methods and ways, facilitating and accelerating the learning [2]. We would like to put the accents according to our own concept and model of high school education in the following way:

- 1) aim of personality- oriented approach towards education is the attention accent upon the context and value spheres;
- 2) shift from the concept of personality formation to the concept of the development;
- 3) student-subject of education, not life;
- 4) teacher's work is oriented to the satisfaction of the personality's needs;
- 5) justice in teacher's actions;
- 6) active teacher's help, instead of theatrical interest to student's personality;
- 7) moving forces of the educational process – interaction of personality with personality;
- 8) the reinforcement of dialogical character of communication between the teacher and students;
- 9) spiritual communication with students;
- 10) personalized aims of the activity;
- 11) knowledge of way how to achieve the goals;
- 12) choice of the individual way of the development;
- 13) positive assessment, support from the teacher;
- 14) possibilities of choice;
- 15) student's own responsibility;
- 16) studies of personal qualities and dynamics of their development;
- 17) support of positive tendencies in personality development;
- 18) support in overcoming negative tendencies.

It is necessary to underline that following to these principles leads to changes in the personal sphere of the participants of the educational process, which in its turn, dictate the necessity of training, encouraging self-improvement in the process of life activity. The technology of humanistic position leads naturally to the technologies of the self-development. The program of teacher's self-development obligatory contains the assessment of psychological and pedagogical developmental abilities, moral and value spheres, forecasting skills.



As a matter of fact the most of teachers at high school are well prepared for teaching, but aren't prepared for personal and professional development; they actively involved into the process of the education, but consciously escape from the second one. The overwhelming majority of the teachers-respondents believe that it is necessary to take part into the professional development of the students in the extracurricular hours, but they have no time, forces, incentives. In reality such opinion testifies about the inadequate representation of the teacher about organization and methodic of the educational process, requiring additional time spending. The most important resource of the maximal intensification of learning and help in professional auto-shaping is the activation of the students. All the compounds of the professionalism are always their own efforts. The idea of teaching as the communication of the ready-made knowledge, and learning as reproduction and memorizing, (it is something like «educational crater», where they "pour" knowledge) – it is a kind of psychological and pedagogical primitivism. The learning is efficient, when it is active, psychologically saturated activity of the learner as an independent personality. It is important that the incentives for full-scale professionalism acquirement appeared not as a result of the external push but they were generated psychologically, personally, «inside». The educational system creates conditions for learning, which lead to the necessary professional changes in student's personal development. But the crucial point is the activity of the subject of the education– a student, as the characteristics of this activity. Everyone turns to be as educated as it works himself, and developed as the personality as he is keen to be a personality. It is necessary to create a system of incentives for self-education, or it is impossible to make the person become that one he doesn't want to be. It is critically to create such style of work at high school, when nobody thinks how to make students to learn, but how to create the atmosphere which will give upon him such influence that he would like to learn himself. Without desire to learn the education becomes psychologically for students externally imposed and alien to their work interests, necessary only for teachers.

The biggest interest from the point of view of the psychological analysis represents self-guided student's work. Here we can see student's motivation, personal leadership, self-control and creative abilities. This is a self-guided work, in our opinion, may serve the basis to reconstruct student's positions in the educational process from the position of the passive customer towards position of the active creator.

Nowadays students' self-guided work is one of the most important and widely discussed problems of teaching in the high school. In the studies dedicated to the planning and organization of the self-guided work of students (L.G. Viatkin, M.G. Garounov, B.P. Essipov, V.A. Kozakov, I.Y. Lerner, N.A. Polovnikova and others.), the didactic, psychological, organizational, assignment, methodic, logical and other aspects of this activity are treated, however the particular attention is attracted to the questions of the motivational, procedural, technological assurance of the self-guided work, classroom-based and extracurricular students' cognitive activity. This problem is enough illuminated from different points, however the psychological side is less presented.



In our view, the definition of the self-guided work needs more accurate formulation. Generally, it is any activity, connected to the upbringing of the mentality of the future specialist, the genesis of self-directed thought, the cognitive student's activity in the classroom, outside of it, in contact with the teacher and without him. This concept of the self-guided work is larger than the homework. It must be treated as specific, high form of the educational activity, form of self-education, free in choices, activity with internal motivation [4], realized by the student himself.

The high school differs from secondary one mainly by methods of educational work and degree of self-guided work. The relationship between time appropriated for classroom and self-directed work, all over the world is 1:3,5. In dependence with the task types in the educational activity they distinguish a reproductive level of self-guided activity (making assignments according to the model); a reconstructive level (making plans, theses, and summaries) and creative self-guided work, requiring new approaches to the problem of decision making [6].

We think that the real self-guided work as an educational activity can appear at the basis of the "informational vacuum". The main difference of the self-guided activity from «extracurricular work» and «homework» consists in the fact that at its basis there are new cognitive tasks. Naturally, we can't count that everyone will do a self-guided work, it will be unreasonable, but the creation of conditions and prerequisites for developing students' cognitive interests if the true manifestation of the developing education – in the full sense of the word. It is advisable to place the requirements for the freedom, activity, students' participation at the basis of students' self-guided activity. The problem bears against the creation of the motivation of the cognitive interests, in the organization of self-regulation.

We carried out the empirical research with students of the junior and senior courses of the faculties of «Psychology», «Economics», «Tourism and advertising» RASU (Russian-Armenian State University) in order to discover value and professional orientations of students' personality.

Students named the idleness with one voice, among factors, preventing from revealing their potential and achieving high academic results. In general the laziness – this is the reaction of personality to the inadequacy of the situations to the subjective context of these requirements. Externally this reaction is demonstrated in the refusal or escape from activity, and internally as impossibility to eliminate the requested compliance. The psycho diagnostic complex, revealing the particularities of the idleness, including methods: "Self-assessment of idleness", «Incomplete-sentence test», «Association experiment», picture-writing «My laziness», the questionnaire «Self-regulation». According to the results of our research, carried out by students of the different faculties of RASU, the idleness plays the role of multifactor life phenomenon, having positive and negative sense. More often the laziness is connected to the feeling of the relaxation; the associative array includes such notions, as rest, destruction (66 %), as life norm (25 %), more seldom – as the crisis and temptation (8 %), not once as a symbol of happiness and freedom. The index of self-identification is 3,1 – the degree



of consciousness of one's own laziness is expressed enough. According to the scale measuring laziness, data results are approved. According to the research the causes of the laziness are:

- absence of interest – 58,3 %,
- particularities of state – 41,6 %,
- deficit of possibilities – 0 %,
- external pressure – 0 %.

The working efficiency and stability for monotony is comparatively lower. In the educational activity it manifests itself as the low ability for overcoming laziness using self-regulation, in the sphere of entertainment the ability to overcome laziness is rather expressed, there is a high level of the self-regulation.

The inclination for laziness as the disorder of the self-regulation, in our opinion, manifests itself as the absence of the desire to display activity, which is connected to the absence of the cognitive interests, unformed readiness for learning, inability to use the methods of the self-regulation in the educational activity.

It is evident, that in the process of organization of the self-guided work we should take into consideration the particularities of the discipline. At the same time the organization of the self-guided activity raises a number of questions, which concern the students' readiness as subjects of the activity.

In the course of the empirical research according to the results of the created questionnaire we found out that the most of students recognize, that they can't correctly organize and use their time. The results of the questionnaire «Planning» show the particularities of students' planning time perspective, reflecting personal value-context aspect of time. The insignificant quantity of students in both groups, are planning for "now", consequently, less concentrate on the present time interval, than those, who are planning for a year or a week.

The methods of the comprehension, recycling, interpretation and fixing the necessary educational information make a lot of difficulties for students. The question is, that to know the methods of teaching is not a sufficient condition for the efficient self-guided work. This ability is not only formed spontaneously for students, having positive educational motivation. For ways of learning, stimulating personal and professional auto-shaping, are related:

- ways of the reading culture (so called "dynamic reading"), the culture of listening;
- ways of brief and rational notes taking (plans, theses, conspectus, annotations and others);
- general ways of memorizing (ways of mnemotechny, structuring of the educational activity);
- ways of concentrating attention, lying upon the students' use of different types of self-control;
- the general ways to search for additional information (work with bibliographic materials, reference catalogues);
- ways how to prepare for the examinations, credits and different types of work;



- ways of emotional self-regulation;
- ways of the rational time organization, reasonable alteration of labor and rest.

We think that, it is necessary to make special programs together with teachers for the self-guided work, including the aims of the self-guided work, diagnostics of his own cognitive abilities, intellectual, personal and physiological possibilities, objective assessment of the temporary parameters.

High school students have to realize the tasks for auto shaping, for their embodiment into accurate, intensively and optimally actualizing educational process, which must be the most important and fruitful part of their educational process. The starting point lies in the genesis and all the possible intensification of the processes in the intentional, conscious and permanent «alarming of the internal resources of self-development» [5].

In connection with this fact we can create conditions, providing successful fulfillment of the self-guided work:

- 1) motivation of high school;
- 2) realizing of the cognitive tasks, revealing of context of scientific notions and categories;
- 3) defining the types of consulting (orientational, thematic, problem consultation);
- 4) revealing of logic connections, determining the practical significance.

Self-guided work includes reproductive and creative processes in student's activity. In dependence of this they distinguish three levels of the self-guided work of students.

1. Reproductive level – self-guided work according to the model.
2. Reconstructive level – they can make essays.
3. Creative, research level – fulfilling of educational and research tasks, term papers and graduation projects.

In order to organize students' self-guided work and to make it successfully function it is necessary to combine all the levels of the self-guided work.

At present in high school there are two forms of the self-guided work. The traditional one, it means the self-guided work, done independently within optional time and convenient hours for the student, more often outside the classroom, and it is required by the subject – at the laboratory or at the workshop. Another type of self-guided work is classroom self-guided work under teacher's control, in the course of which the student can have teacher's aid. At present there is tendency to make the third one, «intermediate» option of the self-guided work, supposing a larger independence of the students, a larger individualization of the tasks [6].

The seen below recommendations will help the teachers to find the individual approach towards students with different characters:

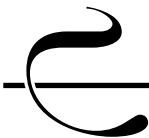
- classroom lessons should be organized so that they give the possibility of fulfilling every time some minimum of the self-guided work (SGW) and foresee complicated tasks for those students who are prepared better;



- the regular control is absolutely necessary for the success of SGW and individual teacher's consultations. Here the most important is the personal pedagogical communication of the teacher with the student;
- for success of SGW teachers must write accurate instructions to fulfill them. At the beginning of the semester the teacher at the first lesson must introduce students the aims, methods, labour-intensiveness, deadlines, forms of control and forms of the self-control of SGW. Schedules of the self-guided work are necessary at junior courses, at senior courses students must be used to plan their own work;
- a package of home tasks for practical part of any subject must reflect all the types of tasks, decision methods which students must study to pass the exam successfully; the list of notions, facts, laws and methods, knowledge required for acquiring the planned skills, with the instruction, what they have to learn by heart;
- the package of assignments should be given at the beginning of semester, where the deadlines should be given;
- while studying any subject it is desirable to make «internal control», it is better to use AEM. Such control will help to reveal and eliminate gaps in the knowledge;
- the tasks for students' self-guided can contain two parts – obligatory and optional, where students can demonstrate their free choice.

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SOCIAL PSYCHOLOGY

Geterochronos dynamic of different types of personality's relations in the process of social-psychological training

Shkurko T.A.

The paper describes the research of the dynamic of the personality's relations in the process of dance-expressive training (DET) and contains the introduction to the problem of the relations' dynamic, the main definitions and describing of the procedure of the study, as well as the discussion of its results that confirmed the hypothesis about geterochronos (uneven) changes of the different types of the relations in the process of the training. The dynamic of the different relations of personality (to other person, to itself, to group; realized and unrealized relations) is analyzed and their main parameter: sign, intensities, modality, differentiate, reciprocity are interpreted. As the result the profiles of the change of the form and content of the relations of the personality were described, as well as the types of geterochronos (uneven) changes of parameters of the different kinds of the relations. Complexes of social-psychological, personal and need-cognitive features of the person which determine the dynamic of the different types of the relations are also revealed and described.

Key words: *geterochronos dynamic of the relations, relations' dynamic factors, parameters of the relations, dance-expressive training.*

Introduction

The problem of the dynamic of the different types of personality's relations – one of key, fundamental problems of social psychology. Analyzing modern studies of the different types of the relations of personality, their dynamics [13] it is possible to describe two interconnected directions. First – the studies of the very dynamic of the relations, understood as the change of main parameters of relations in time. The analysis of the literature shows that dynamic of the different (from the point of view of its direction and object) relations of the person (to itself, to the other, to group), as well as such parameter of the relations as sign, modality, intensity, realization, reciprocity, were studied well enough. But, as a rule, these types of the relations and their parameters are studied separately without clearing up the interrelations between them.

Secondly, this is study of the influence of different factors on the dynamic of the relations of personality. In this field many phenomena were described. It is possible to differentiate between four groups factor which determine origin and dynamic of the personality's relations (to itself, to the other, to the world): factors, which determine formation and development of the system of the person's relations in ontogenesis;



“personal” factors including the different characteristics of the subject of the relations; “situational” factors, which comprise factor of time; the ecological factor; the factor to spatial closeness; cultural-historical factor and others. Given group of factors in psychology is referred also to “external determination” that emphasizes the determination of relations’ dynamic by some independent from subject variables. The fourth group of factors which contribute to the phenomena of formation and dynamic of person’s relations refer to the processes of group dynamic.

The separate direction of the studies in social psychology is a study of relations’ dynamic in the process of social-psychological training (SPT). These studies have not only applied importance, but also great theoretical value. They allow to increase and deepen the existing beliefs as to dynamic of different types of the relations, to come to deeper understanding of the peculiarities of functioning of the relations as holistic dynamic system of the relationships of personality in limited time and in situations drawn near to laboratory experiment. Within the framework of similar studies number of factors that determine dynamic of the relations is strictly limited – social-psychological training, on the one hand, and personal traits of his(its) participant – from the other. With reference on above mentioned classification of the factors which contribute to the dynamic of the relations, these are group and personal factors. In social psychology the tradition of the studying of the influence upon personality of the combination of these two groups factors can be traced to experiments of Solomon Ash, who realized that conformed behavior of personality is not only result of the influence of the group, but also is the function of personal characteristics.

On our glance, theoretical value of such studies for present day it is not enough evaluated due to the carrying the accent in given researches on the study mainly “positive” vector of dynamic of relations that is to say changes of relations towards their greater positiveness, realization, depth etc. This trend is justified in some respect because many authors chose to test their programs of training and to clarify effect of given programs (as “nucleus”, so and “accompanying” – a terms L.A. Petrovskaia [8]) as one of the tasks of the study. However, many years ago studies of B.G. Ananiev [1] and P.K. Anoyin [2] proved that one of their main features of the psychic development of the person is geterochronos.

Geterochronos (from grouch. heteros different, chronos time) – different time of maturation of the different systems of the organism or miscellaneous sign within one system [4]. In biology, neurophysiology, physiology, pedagogic, medicine, gerontology and the other sciences are accumulated multiple given about geterochronos phases of the development separate organs and structured formation in consequence of that rates of their growing and involution, duration of each phase of the development turn out to be different [9]. At present, the researchers speak about not only geterochronos biological and psychophysiological processes, but also geterochronos social and psychological phenomena [3].

As actually change the different relations a participant social-psychological training, as regularities of these change and what image fundamental characteristic oper-



ating the relations reveal itself in these change to personality as system. The clarification of these questions became the subject of the separate experimental study, within the framework of which was studied movement of the relations participants in process dance-expressive training. Dance-expressive training (DET) presents itself new direction of social-psychological training, under development us with V.A. Labunskoy since 1992 [6]. This type of the training is created on base of the syntheses approaches to modern dance psychotherapy and domestic social-psychological training. In base dance-expressive training prescribed personal-dynamic approach to expression of the person [5]. The main theoretical positions, purposes, tasks and full program of the training are presented in row of the functioning [6, 13].

The main definitions and procedure of the study

Dynamics of the relations we understood as changes of their main parameters in time under the influence of different factors. As main factor movement of relations has in this instance emerged dance-expressive training. The known that effects social-psychological training not alike for each of its participant, since different social-psychological influences are differently refracted through prism of the training participant personality. Coming thereof, in experiment was entered one more independent variable – social-psychological, motivational-need and cognitive particularities participant training – so-called “personal” factor.

Under “parameter relations” we considered such feature of the relations of the person, who is a criterion of the comparison of the different relations in system of the relations of the person, their measurements, analysis of the change the relations and highlighting different types relations. The problem of the complex study speakers different type of the relations was put in our work (the relations to the other, to group, to itself) and their main parameter: intensities, sign, modality, differentiate, reciprocity. These types of the relations and their parameters were studied by us on different, realized and unrealized levels. Such approach, on our glance, has allowed to be beyond the scope of settled experimental traditions of the study movement of relations, as follows studies mainly movement of the interpersonal relations or relations to itself, as well as mainly realized relations.

The given approach to movement of the relations has defined the choice of the way fixing movement. So, in functioning as way fixing was used longitude-discrete method, as follows: fixing of parameters of the relations through determined a gap of time. Such a way fixing the most identical brought above determination movement of relations.

In accordance with purpose of the study was designed the block of the methods, fixing temporary movement of types and parameters of the relations. On base of the categorization of types relations V.V. Stolin [10] us is created “Methods of the study of the realized relations to personality to each member of the group and to itself”. The participant of the group was offered to value its attitude to each member of the group and to itself on three 8-mark scale: “sympathy-antipathy”, “respect-disrespect”, “vicin-



ity-remoteness". Also, the "Color test of the relations" A.M. Etkind was used, which allows to diagnose the unrealized relations to personality to the other and to itself with provision for afore-mentioned parameters of the relations. In purpose of the diagnostics relations to personality to training group, as well as in purpose of the actualization of the realization by participants training itself as members of the group and its place in system of the group interpersonal relations in study was used modified by us drawing test "I and group" [11].

In accordance with brought above by determination movement of relations was worked out following procedure of the study: "Methods of the study of the realized relations to personality to each member of the group and to itself" and "Color test of the relations" were used 5 times (before training, after training and at the end of each second occupation of the training). Drawing test "I and group" was used 3 times: before beginning, in medium and after training.

The length of the training was 24 hours or 8 occupations on 3 hours. The occupations passed with periodicity 2 times at week for month. Measurements were produced on each second occupation group that is to say 1 time at week. As a result of using given procedure of the study was made 1600 measurements different parameters relations training participants.

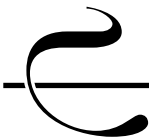
Got data need for person methods processing, identical used in study way fixing movement of relations. For processing got data were used methods ANOVA or methods of the Analysis Variacity (two-factor analysis of variance Fridman, analysis sign rank Uilkokson). These methods allow not only to install the causal relationship and define value and degree occurring changes in relations of the personality, but also construct profiles this movement.

Besides, row of the methods was used in functioning, allowing define social-psychological, need-motivational and cognitive particularities of subjects dance-expressive training, which in our study were considered as second factor movement of relations to personality: 1) 16-factorial test Kettle; 2) test interpersonal relations V. Shuts; 3) methods free semantic estimation of nonverbal behavior of V.A. Labunskaja; 4) sociometry test. Measurements as of methods were made by 1 time – before beginning training.

The object of the study were participants 8 groups dance-expressive training. This was real existing groups, which at the time of studies had already established system of the interpersonal relations. The whole 91 persons have took part in experimental study at age from 14 before 47 years.

The general findings about dynamic of the different types and parameters of the relations in the process of dance-expressive training

Called on study has allowed to conclude that as a result DET occur significant changes formally-profound parameters different types relations its participants. These changes carry the geterochronos nature as inwardly determined types of the relations, so and between them. Simultaneously exist the general trends of the changes



of parameters inwardly determined a type of the relations. The leading trends of the changes different types relations are: 1) increase to intensities of the expression of the relations to itself and the other; 2) reduction to reciprocity of the realized relations; 3) reduction differentiate unrealized relations (to account of increasing positive relations to itself and other); 4) change relation to group from relation to her as to "inexpert" to attitude to her as to "expert" group (refer to chosen in one of our functioning [11] types of the relations to group); 5) movement of different types of the relations has a different profiles, among which leading place occupy positive "onward", positive "uneven" and positive "Pi-figurative".

For the reason additional checking the output about geterochronos of changes different types and parameters of the relations was organized корреляционный, but then factorial analysis of the factors movement of relations training participants. The whole was chosen 25 factors movement of different types of the training participants relations, reflecting different correlation such main features movement, as *directivity* and *degree of the changes the relations* ("movement of relations").

The results of the factorial analysis of the different factors movement have allowed once again to confirm the hypothesis about geterochronos changes types and parameters of the relations in process dance-expressive training and select the types this geterochronos: 1) geterochronos changes realized and unrealized relations: intensive, harmonious movement of the realized relations to itself and the other and vastly lagging behind from it movement parameters of unrealized relations to itself and the other; 2) geterochronos changes the relations to itself and the other: discrepancy movement self-relations and relations to the other; 3) geterochronos changes parameters realized and unrealized relations: intensities, differentiate, reciprocity; 4) geterochronos changes the relations to one another (the parameter to reciprocity of the relations).

On our glance, the different types geterochronos changes parameters relations, "appearing" disharmony changes the system of the relations to personality and there is its real, normal operation, corresponding to beliefs about intercoupling the development different type relations. Other word, discrepancy in movement of realized and unrealized relations, relations to itself and the other, relations to one another (mutual relations) and discrepancy in movement of parameters relations is a fundamental particularity of the system of the relations to personality. There was wrong to expect even change different parameters systems of the relations of the participant in process of the training. So, changes the realized layer of the relations to itself and the other not are without fall connected with similar on rate by changes to area unrealized by personality of the relations, changed attitude to member of the group not always immediately brings about similar change with its sides and etc. However, in changes different types relations and their parameters to manage to select the general trends that speaks in favor of geterochronos, rather then, for instance, absences relationship. The got data, on our glance, have special value for leading dance-expressive training, since allow to forecast the effects for training of the group and its



participant. The methods used in study, possible to advantage use for tracing the processes, occurring in group.

Individual differences in movement of the relations participants dance-expressive training

We have considered the movement of different parameters relations to personality, which factor was dance-expressive training. There were revealed general for all participants of the training to trends in movement of the relations (to itself, to the other, to group). Individual differences were discovered in ditto time in movement of the training participant's relations, which are mediated, mainly, so named "personal" factor: social-psychological, need-motivational and cognitive particularity participants. In purpose of the analysis of the intercoupling between factor movement of different types of the training participant relations and their social-psychological and personal feature us was realized correlational analysis described above factors movement and personal parameter. Are they below brought generalized findings of the called on analysis.

1. The psychological portrait to personality with dynamic system of the relations (beside which have occurred significant changes different types and parameters of the relations) includes the following features: positive social-psychological status in group; the high level to sociability; sensitivity and longings to the other people; the longing to experimentation in social life; the high level impulse; the developed intellect; the big volume and differentiate interpreting the behavior of the other people (cognitive difficulty); the high degree to intensities need for determination of the close relations and in checking of the other people.

2. The movement of different types relations is conditioned different complex social-psychological and personal particularities of the subject relation. So, for instance, movement of the realized relations to itself, the other and relations is mediated, in the first place, such feature of the subject of these relations, as sociability, high social-psychological status in group, radicalism, insecurity, sensitivity, longing to others, domination, aptitude to leadership, nonconformist, as well as such feature cognitive spheres, as volume to interpreting the behavior and such characteristic of the intellect, as knowledge-based mobility.

The movement unrealized relations to itself, the other and relations is mediated domination in structure of the personality other devil, such, as reverie, emotional vagary, confidence, sensitivity, longing to others, as well as such particularity cognitive spheres, as differentiated "vision" unverbale of the behavior and beside social need – a need for close relations and in checking itself and others.

3. The features to personality, falling into different complexes, have a different frequency of the relationships with factor movement of that or other relations. The most amount of the relationships has: 1) sociability, high positive social-psychological status, big volume to interpretation and movement of relations to the other; 2) self-sufficient, suspicion, weak development to need for cut-in in different social groups



and movement of self-relations; 3) emotional vagary, differentiate interpreting the behavior, need for close relations and in checking itself and others and movement of unrealized relations and self-relations; 4) high social checking, self-verification, big volume to interpreting the behavior and movement of realized relations; 5) boldness, reverie, the tension need for close relations and movement of unrealized relations.

These data speak of that that depending on level of the development determined devil, characteristic, their symptomocomplexes in structure of the features to personality beside participant dance-expressive training, beside they occur the different changes to system of the relations, touching parameters, types, level of the realization, directivity on itself and others.

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JURIDICAL PSYCHOLOGY

Personal transformations of the operating officers of the police public security: results of the empirical research

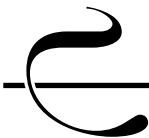
Volkov A.A.

Crisis strategies of the personal transformations of the operating officers of the police public security at different stages of the professional self-realization can be stipulated by different value and context barriers as the subjective difficulties in the process of the assessment of the professional importance of the situation, when the officer has to reveal some personal context and cognitive and affective attitudes emerge towards the contents of the fragment of the apprehended professional reality. Value and sense barriers as a factor, causing crisis strategies of the personal transformations of the operating officers of the police public security and having an impact upon the psychological readiness for the professional self-realization, depend upon value and context attitudes generated as the experience of their personal attitude for the earlier appeared and already survived situation, providing feedback between the previous and the following stages of the professional activity.

Key words: context sphere of personality, transformations of value and context sphere of personality, strategies of personal transformations, deformation and regression of the personality sphere, value and sense barriers, value and context attitudes.

Nowadays the question of the development and use of the human potential is considered in the new context. The highest requirements are made for the person's independence, creativity, leadership and industriousness in all the spheres of the life, which is caused by the occurring changes in the society. The man comes into the world, the picture of which is changing very fast. In the frame of the life of one generation the economics and technologies, political priorities, socio-cultural relations, world outlook greatly change. «Instead of the archaic society, where the leaders think and make decisions for everyone, our country will become the society for the clever, free and responsible people» (Medvedev D.A.).

However the fast dynamics of socio-economic situation multiplies and intensifies different crisis phenomena, which penetrate in different life contexts (family, referential, professional) aggravating internal contradiction between personality and environment, generating different personal transformations and crises. The problem of the influence of the professional activity upon personal particularities at different stages acquires new meanings. As the researches show, each profession makes de-



mands upon the personality, more and more voluminous and insistent, more complicated and high-profile assignments, when, to an increasing degree, the particularity of this activity depends upon social –economic and political situation in the society. At the same time the professional activity, being important for the man, has a great influence upon his value attitudes, life attitudes, motives of the activity (I.V. Abakoumova, K.A. Aboukhanova-Slavskaya, B.G. Ananiev, L.I. Antsiferova, A.G. Asmolov, A.A. Boda-lev, A.A. Derkach, S.T. Djanerian, A.I. Dotsov, P.N. Ermakov, U.M. Zabrodin, E.A.Klimov, V.B. Olshanskii, A.V. Petrovskii A.A. Rean, Z.I. Riabikina V.I. Slobodchikov, V.V. Stolin, V.D. Tshadrikov, M.C. Yanitskii).

In this connection the studies and analysis of the value and sense contents of the professional activity and dynamic compounds of its motivation, revelation of the specific particularities of the sense sphere of the personality in the professional context will reflect the real contents of the professional activity and particularities of their influence upon personal transformations and changes. The value and sense contents of the professional activity manifests itself more clearly in the self-realization, as the important index of which we considered in this work as the «degree of the satisfaction of the man by the labor process » (P.A. Zobov, V.N. Kelasiev, 2001).

The particular part of the contemporary anthropological sciences, first of all, psychology, is connected with studying personal deformations and changes in those professions, which are most of all oriented to the unmediated maintaining of the stability and security in the society, law and order, citizens' security and security of their property.

At present there is a huge material, dedicated to the problems of the improvement of the professional activity of the public law enforcement officials and officers of the other state structures connected to law enforcement (V.C. Agueev, P.P. Baranov, S.P. Beznossov, V.L. Vasiliev, A.A. Derkach, O.U. Mikhailova, A.I. Papkin, V.M. Pozdnie-kov, A.M. Stoliarenko, A.R. Ratinov, V.U. Ribnikov). The problem of revealing undesirable transformations of the personality's life orientations is regarded by V.I. Deev and A.N. Smelov. A.N. Shatokhin found out the symptoms of the value deformations: «depersonalization» of the officers of Department of Internal Affairs, social dependency and inactivity, the acute feeling of the hostility from the population, the assesment of their own profession as unpopular, competition relations, antipathy towards the representatives of other police branches, V.F. Roboseroov gives an example of one the symptoms of the professional deformation of the police officers and describes the phenomenon of the social and psychological subjective overestimation by the officers of their social role, and A.N. Roshia suggests to call this phenomenon «profes-sional egoism».

In spite of the evident public and scientific interest towards the improvement of the professional competence of the police officers, we can observe the evident deficit of the psychological researches dedicated to the studies of the personal transformations of ordinary and senior officers of the public security, they are the translators and direct executors of the norms of legal interaction of the citizens and state. Their pro-



professional activity greatly differs from the work of the other security agencies according to many indices. The real practical success of the law-enforcement authorities, positive image of the police officers, the belief that they carry out the mission, imposed by the state, depends upon the fact how well they carry out their responsibilities, interact with the population. «Vector, which we took four years ago, – vector of the social police. This is the law enforcement institute of the law-governed democratic state, serving as sentinels of constitutional rights and freedoms of citizens.» (Nourgaliev R.G.). The decisions of MIA RF and other documents signaled on numerous occasions the necessity to increase the level of the professional training of the staff of MIA, especially in the frame of state priorities. The rising complexity of tasks of the public, economical and social life from one point of view, and the increased requirements for the efficiency of the work from another point of view, enhance the need of carrying out these instructions, and also scientific studies of the complex extended researches of the personal transformations of MIA officers at different stages of the professional self-realization. This contradiction, appeared between the social state order of preparing police officers of high professional qualification, free from the целевых attitudes of the corrupted conscious, and real deficit of the целостных researches studying problems of the personal transformations of those, who directly work in this field determined **research problem** – to establish those changes, which are not simply appropriate to each person surviving an economic crisis when the life orientations are dynamically changing, but to find out and analyze those basic transformations of the value and context sphere of MIA officers, which become psychological barriers for their successful professional self-realization, essential and significant blocks on the way of fulfilling their professional duty.

The object of our research – ordinary and senior officers of the police of the public security with different professional length of service (447 local police officer and 482 officers of Road Patrol Service of the State Traffic Safety Inspectorate of Stavropol, Mineralnye Vody, Pyatigorsk).

The subject of our research – transformations of the personal sphere of the ordinary and senior officers of the police of the public security.

The aim of our research – to study the personal transformations of the police officers of the public security at different stages of self-realization.

Theoretical and practical part of the research was carried out at several stages.

1 stage (2003-2005) – research and theoretical stage, including the analysis of the psychological and legal resources dedicated to the problem of the research. At this stage we isolated the problem, we formulated the aims and tasks of the research, we reconsidered methodological and theoretical approaches to the problem of self-realization from the point of view of the professional choice and professional set of the personality in the conditions of the specific context of the activity oriented to support legal forms of the interaction of the citizens and the state, we chose tools and created questionnaires, we selected the diagnostic methods, the general logics and program of the research was determined and detailed.



2 stage (2005-2009) – diagnostic and experimental stage. At this stage we made the comparative and diagnostic analysis of the personal transformations at different stages of the professional self-realization of the police officers with different work schedule and professional experience, we created and officially approved the program of the overcoming value and context barriers in the professional activity. The model of the psychological support and correction of transformations of the value and context sphere of the police officers was created.

3 stage (2009-2010) –descriptive and final stage gave the opportunity to summarize theoretical and empirical materials about personal transformations and to determine the genesis of the professional difficulties as value and context barriers in the process of self-realizing at work by the police officers of the public security, to describe the criteria and characteristics of the psychological readiness for work at the police.

The received data of the research let us make the following conclusions.

1. The professional activity, including the particularities of the police officers' work, which causes personal transformations, having a serious impact upon the development of the professional self-realization.

2. The dynamics of the transformations of the personal sphere of the police officers of the public security at different stages of the professional self-realization manifests itself in the fixed life strategies, giving the possibility to survive the connection with the world in the frame of the professional activity as the stable attitude, including the subjective feeling of the personal experience (decision taking, responsibility, revelation of the significant professional perspectives).

3. The strategies of the value and context transformations which can be considered as typical -positive – providing high level of the professional self-realization, as crisis ones – leading for the deformations and even regressions in connection with surrounding people and public (social) structures.

4. The officers with the positive strategies, oriented towards self-development, differ by the biggest structure and consequence in the situations of the personal choice. They are fruitful in finding intermediate senses of their actions; they are characterized by the active and pro social world outlook.

5. Crisis strategies are conditioned by the presence of the value and context barriers, which appear in the process of the professional activity, creating obstacles to the personality self-realization in this important life context. Value and context barriers that the police officers have, will differ in dependence of objective and subjective factors. To objective (interpersonal) factors we can attribute the time- limit of the professional activity (it was found, that local police officers and officers of Road Patrol Service of the State Traffic Safety Inspectorate have absolutely different objective barriers) and professional experience. Among the subjective factors the most significant are: the level of the development of the context sphere of this officer, the particularities of his professional motivation, value orientations and general set of the personality. Besides the essential is the directed impact of the environment, oriented to make corresponding context attitudes as the most important catalyst of the introspective



needs and as the consequence, of those context intentions, which lead the person, on and on, to the level of self-realizing, in the form of the need of the self-understanding, reflexion, self-assessment while analyzing successes and failures in the process of the professional activity.

6. More often value and context barriers appear in connection with the absence of the reflexion, difficulties in speaking about self-attitude and extrapolation of the personal contexts into new professional situations. These barriers manifest themselves in the difficulties of the context actualization, of making links between the objective external activities with the internal need, the impossibility of the subjective transfer of the contents of one situation in other professional conditions.

We have created the model of the psychological support and correction of the police officers, who are at the different levels of the self-realizing. The model is based upon overcoming value and context barriers and forming positive value and context attitudes in the frame of the professional activity and can be realized through improving the general level of the psychological readiness for the professional activity.

Strategic service activity of the local police officers and officers of Road Patrol Service of the State Traffic Safety Inspectorate is characterized by the psychological problems, particular for value and context barriers, which make the corresponding psychological readiness to be considered as the important component of the professional skills of the police officer of the public security.

The main elements of the psychological readiness, meeting requirements of strategic service activity, are:

- psychological stability for specific conditions of deciding service tasks;
- professional and psychological skills;
- probably, another component is professional and psychological orientation of personality, as the particular feature of the employee, expressing his value and context attitude for understanding and taking into account psychological aspects of the service activity.

These elements of the psychological readiness of the local police officers and officers of Road Patrol Service of the State Traffic Safety Inspectorate determine the main contents of the professional and psychological training. It should be concretized, of course, in the severe correspondence with the profile of the professional activity (depending upon the time-limit of the professional activity and professional experience).

Psychological readiness of the local police officers and officers of Road Patrol Service of the State Traffic Safety Inspectorate has a professional character corresponding to specific features of the activity, and principally differ from the professional training of the warriors, sportsmen, operators and other specialists, where the psychological training is widely spread.

The training of local police officer and officers of Road Patrol Service of the State Traffic Safety Inspectorate in the educational centers of MIA, is efficient if it is by its contents and methods forms all the compounds of the psychological readiness, per-



sonal stability, which in its turn causes the necessity of the introduction in the educational institutions and departments of MIA, a particular type of the professional training – professional and psychological one.

In the course of our research we have established the most effective types of special courses according to the contents of the psychological training:

- training at the psychological zone of obstacles for emotional and will exercises, trainings of the elements of the will self-regulation;
- psychological and regulating training for overcoming value and context barriers. As the very efficient we can recommend the educational situations the contents of which is oriented to the separation of «Self» and «Mine», through actualizing «Self», situations, designated to organize the simultaneous representation in conscious of the two and more attitudes, situations, directed to realizing the fact of the intercrossing of life relations, educational situations, directed to the revealing and establishing of different kinds of the links between the life relations;
- classes at the psychologically difficult situations of strategic service activity according to the types of the difficult situations. They distinguish three stages of the realization of the concrete situations according to their place and characteristics in the structure of the learning process: starting, current and fiction. The starting concrete situation is launched at the beginning of the lesson. The current one –at the stage of going out of the starting one, it exists and permanently changes in the course of recycling the subject of learning by the learner and teacher's leading actions. The final situation is the main component of the lesson and it reflects the current state of the learner's training standard, because the particularities of the transformation forward the value attitude towards the subject, at the basis of which there is the next starting situation. The starting and final concrete situations show particularities of the context transformations, and current – motivational and dynamic changes of the learner using concrete situations. The general process structure of the system of the operationalization of the concrete situations consist of the potential center of the context forming where impulse-information comes at the level of sense actualization, making the learner undertake some actions. The potential center of context forming is functioning in correspondence with the context level of the learner's development. The learner (as the medium of the potential context) undertakes the actions of reconstructing the object of learning (contents of the concrete situation), which demonstrate their qualities at the same time. The learner perceives demonstration of these characteristics as the initiation for context forming, in their results he acquires the new opportunities to react in the concrete situations, and actualize the personal sense in this concrete situation. The teacher also gets the information about the learner, what he has personally adopted, that's why he can address the additional information as the initiation that the learner has acquired the new stage of context forming and penetrating qualitatively at the new level;
- classes of the application of the psychological bases in the service activity.



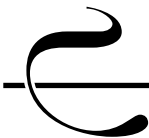
After introducing the classes of the special psychological training we achieved significant increase of the level of the professional and psychological readiness:

- improvement of the indices of the work results of the course leavers in arrest of the criminals up to 43 %;
- improvement of the psychological stability for specific conditions of fulfilling strategic service tasks up to 53 %;
- improvement of the level of professional and psychological skills up to 66 %.

In whole the psychological readiness for the strategic service activity increased up to 62%. It is necessary to underline that the results which we have, we managed to achieve though having some defects in the organization, methods, the level of the pedagogical teacher's skills, the lack of the material and technical resources.

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THE YOUNG SCHOLARS

Pedagogical features of convincing influences in educational process

Voskoboev A.I.

The social and economic situation is reflected in a process of formation of the pupil's value positions in early youth which are deformed and alienated from what is positively estimated by society and the state, regressing three basic levels in the system of value orientations: values – ideals; values – properties of personality; value ways of behaviour. Technologies of convincing influence, which will initiate an introduction of the acquired content into a level of personal value, should be developed for prevention of deformations in value sphere of pupils in early youth.

Key words: values, value orientations of personality, communicative interaction, convincing influence, value and sense attitudes.

Now the problem of development and use of human potential is considered in new aspect. Higher requirements are claimed to the person's independence, creativity, initiative and enterprise of in all spheres of life; that is caused by changes occurring in society. The person enters into the vital world which picture varies extremely quickly. In life limits of one generation, economy and technologies, political priorities, socio-cultural relations and world outlook foundations deeply change. "Instead of an archaic society in which leaders think and decide for everyone, our country will become a society of clever, free and responsible people" (D.A. Medvedev, 2009). However, prompt dynamics of the socio-economic situation multiplies and aggravates various crisis phenomena, which get into various life contexts (family, referential, professional), aggravating internal contradictions between personality and external environment, generating various personal transformations and crises. This problem excites many teachers and psychologists (A.G. Asmolov, I.V. Abakumova, I.V. Bestuzhev-Lada, V.G. Bocharova, L.P. Bueva, I.I. Gorlova, P.S. Gurevich, A.S. Zapesotsky, S.N. Ikonnikov, A.M. Kondakov, N.B. Krylova, I.E. Nesterenko, N.D. Nikandrov, E.A. Orlova, I.A. Rudakova, T.P. Skripkina, V.S. Sobkin, V.U. Surtaev, D.I. Feldstein, G.N. Filonov).

Socio-economic changes in society influence a process of formation of value positions of young generation which are frequently deformed and alienated from what is positively estimated by society and the state. Now it is possible to ascertain that the state and education as its social institute, called to transmit and form value orientations and bases of pupils' civic position, in many respects has lost this real possibility. At discrepancy of education system to the declared tendency in reforming of



the country, transformation can have a long character. Changes in life of the Russian society have shown that now the content of education does not satisfy the requirements of society. In connection with a current situation, education system standards are reconsidered. However, new educational standards do not focus the teacher at the way he should influence the pupil to help him to overcome stereotypic estimations, defective values of various youth subcultures, not always comprehensible ideals imposed by mass-media.

For the education could resist the negative influences which more and more aggressively influence teenagers and young men now, it is necessary to develop technologies of the teacher's influence on the pupil which are focused on convincing effect. In a basis of such convincing influence it should be put the mechanism of the pupil's system of values bringing into a balanced state owing to overcoming of a sense discord between him and the teacher. Only at crossing and "synchronization" of "sense fields" of the subjects of educational activity, who are the pupil and the teacher in the personality-focused education, there forms the mutual understanding essentially influencing an estimation of that content which accustoms and to which the teacher aspires to generate the pupil's "partial" attitude. Only in this case the pupil can accept a position of the teacher, his value orientations. "If it is loved by my friend, not the enemy, if a great authority positively estimates it, then, possibly, I was wrong, relating to it negatively; I should change the relation" (Panasyuk A.U., 2007).

The important stage of convincing influence in educational process is the preliminary stage, as a stage of formation of positive value-sense attitude. According to a number of authors (I.V. Abakumova, I.E. Nesterenko, 2009) "value-sense attitude is an estimated-emotional trace of the opened before, decrystallized sense, establishing connection between previous and subsequent moments of sense formation in educational process. Sense attitudes manifest their function in steady preservation of the general professional orientation of educational activity.

In educational process value-sense attitudes are realized on two intersupplemental levels:

1) **the operational.** In educational process value-sense attitudes differ according to the features of course and functional contribution to achievement of desirable result depending on a degree of sense saturation of the educational context. If the educational process acts as the factor of sense formation initiation, the pupil starts to feel the necessity of beginning of cognitive activity, "the directed intensity" which will mobilize his creative power;

2) **the strategic.** Owing to value-sense attitudes, values and senses consciously and directly are entered into educational process by the teacher as a context of the pupil's designing of individual life way, in a problematics of the life strategy of personality. In practice of educational process the technologies of formation of the directed value-sense attitudes should be focused on following kinds of attitudes:

–operational value-sense attitudes which manifest their regulative function in the pupil's readiness to educational activity;



- purpose attitudes which are realized in the pupils' aspiration to co-ordinate a choice of the purposes and appropriation of the content of educational activity at personal level;
- motivational attitudes which manifest a tendency to formation of categorial apparatus and science language, aspiration to behave according to representations of "What I wish to be".

Sense attitude expresses the relation to the objects which have personal sense, that is shown in activity of personality. By origin, sense attitudes of personality are derivative from social attitudes.

Sense attitudes contain an *information component* (person's world views, an image of what the person aspires to), an *emotional-estimated component* (antipathies and liking in relation to significant objects), a *behavioural component* (readiness to operate in relation to the object having personal sense). By means of sense attitudes the individual joins a system of norms and values of the social environment (*instrumental function*), they help to keep the status quo of the person in intense situations (*self-defense function*), promote self-affirmation of personality (*value-expressional function*), are expressed in personality's aspiration to result in a system the personal senses of knowledge, norms, values containing in it (*cognitive function*).

Convincing influence of the teacher begins when the teacher offers the pupil the certain content which is a subject to mastering. To some extent this content causes pupil's disagreement, as if senses of the teacher and the pupil are already synchronized there is no necessity to break a barrier of semantic alienation of the pupil from the comprehended content. For him it already has personal sense, and there is no necessity in sense formation initiation. It is possible to name this variant of interaction of the teacher and the pupil as sense consonance or sense synchronisation. Such kind of the teacher's interaction acts in the form of sense regulation. When the teacher assumes that the information subject to mastering doesn't meet acceptance of the pupil, the sense regulation becomes the convincing influence. Thus, the fact of the pupil's disagreement is realized by the teacher. Convincing influence is not focused on the sense consonance, but assumes a certain effort of the teacher as dissonance overcoming, as overcoming of a certain value-sense barrier of the pupil.

Convincing influence of the teacher has some variants, which logician of realization in educational process is defined by the sense attitude the teacher generated before. The most probable are the following trajectories of convincing influences:

- teacher's presentation of the educational content subject to mastering – pupil's correlation of the elements of the educational content with own information fund – pupil's understanding of the educational content – pupil's correlation of the values of the educational content with own system of values – correlation of value characteristics of the teacher with own system of values – acceptance of the teacher's position – acceptance of the value centrations, which the teacher present in the mastered educational content – end of convincing influence, pu-



- pupil's correlation of the values of educational content with own system of values ("synchronization of sense fields" of the teacher and the pupil);
- the teacher's presentation of the educational content subject to mastering – pupil's correlation of the elements of educational content with own information fund – pupil's understanding of the educational content – correlation of value characteristics of the teacher with own system of values – correlation of values of the educational content with own values – mismatch between values offered for personal acceptance and a system of personal values of the pupil – teacher's formation of attraction – pupil's acceptance of value centrations presented by the teacher in the mastered educational content – end of convincing influence, pupil's correlation of values of educational content with own system of values ("synchronization of semantic fields" of the teacher and the pupil).

Acting in a role of the designer of educational process, the teacher defines the general contour of sense space, its basic segments corresponding to specific problems and following from the statement of the educational strategic aim, defines and transforms a degree of semantic saturation of educational process.

Recommendations for the teachers on realization in practice of educational process the technologies of the directed convincing influence should consider features of development of sense orientations of the pupils of the certain sensitive period which further become the sense formation bases of their life activity.

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The influence of the life's significant events of the interaction with the Others on the beginning of the personal crisis of the relations' system

Alperovich V.D.

The phenomenon «the personal crisis of the relations' system» is examined in this article. The life's significant events and situations of the interaction with the Others, determining the different levels of the modalities' incoordination of the self-relation, the Others' relation, the Others' waiting relation, are fixed by us.

Key words: *the personal crisis of the relations' system, the self-relation, the Others' relation, the Others' waiting relation, the life's significant event, the situation of the interaction.*

In the Russian psychology the personal life-line' critical periods are examined in connection with the significant events. The traditions of the life-line' event's examination are based on its comprehension by Sergey L. Rubinstein as «the focal moment and the critical stage» of the life-line, determining its further course and the personal development [13]. On the Sergey L. Rubinstein's opinion, the event' content: the personal acts to the Others and the Other's acts to this person, determining the development of the reflexion, interrupting «the continuous life-process», lead a man out of «his limits» and of the actual situation's limits. «The going out of the personal limits» is the mode of the being of a man as a subject of life, determined by his self-relation, connected with c the Other' relation to this person, his relation to the life, to the world and to the Others [12]. The Russian psychology of life-line, developing the Sergey L. Rubinstein's ideas, postulate the personal transformation' dependence on the life's events and situations, «interrupting the usual connections», defined as significant and critical by that person herself [1, 2, 3, 9, 10, 14].

In the Russian psychologists' studies [5, 6, 11] the influence of the life's events on the dynamics of the personal relations' system is emphasized. In our study, proceed from these works and others [4, 7, 8, 15], the personal crisis of the relations' system is examined as one of the forms of interaction of the different relations' class, constructing the system, characterized in this life-line's period by the availability of the insoluble perceived contradictions between the old significant relations (self-relation, relation to the Others and the Others' waiting relation) and the new developed (formed) significant relations, having the being's meaning for a person. This comprehension of the phenomenon «the personal crisis of the relations' system» allows to voice a supposition, that the life's events determine the measure of the coordination/the incoordination of the classes of the relations, constructing the relation's system, and are represented as the factor of the modalities' incoordination of the different relation's class, corresponding to the critical relations' system, to the relations' system before the crisis, to the relations' system without the crisis.



This study's goals are: the examination of the influence of the life's significant events on the level of the modalities' incoordination of the different relation's class and the determination of the measure of the incoordination, testifying to the personal crisis of the relations' system.

The method «Interpersonal relations' diagnostics» by T. Leary is used for the discovery of the measure of the coordination/the incoordination between the self-relation, relation to the Others, the Others' relation, the Others' waiting relation. The method «The life's significant events in the period of maturity», constructed by us on the basis of the method «Infinished sentences», is used for the discovery of the life's significant events in the different spheres of interaction. The 204 persons, in the age from 32 years to 45 years (95 men, 109 women, the employees of the Rostov-on-Don's enterprises) represented the empirical object of our study.

On the basis of the preceding theoretical analysis of the relations' problem the following criteria of the levels of the coordination/incoordination of the relations' system are fixed by us:

1) indicators of the crisis of the relations' system:

a) high degree of the expresseveness of the relations of the modalities «authoritarian», «egoistical», «subordinated», «dependent» (the quantity of the descriptions, accepted by a respondent, of the relations of these modalities must be $\geq 68,7\%$ of the quantity of the descriptions of the relations of each modality, indicated by T. Leary);

b) small quantity of the corresponding descriptions, attributed by a respondent to the relations of these modalities (the quantity of these descriptions must be $\leq 12,5\%$) of the quantity of the descriptions of the relations of each modality, indicated by T. Leary);

c) great superiority (twice and more) of the volume of the inresponding descriptions of the relations over the volume of the corresponding descriptions of the relations of these modalities and of modalities «aggressive», «suspicious»;

2) indicators of the relations' system before the crisis:

a) middle degree of the expresseveness of the relations of the modalities «authoritarian», «egoistical», «subordinated», «dependent» (the quantity of the descriptions, accepted by a respondent, of the relations of these modalities must be $\geq 56,2\%$ of the quantity of the descriptions of the relations of each modality, indicated by T. Leary);

b) inconsiderable quantity of the corresponding descriptions, attributed by a respondent to the relations of these modalities (the quantity of these descriptions must be $\leq 25\%$) of the quantity of the descriptions of the relations of each modality, indicated by T. Leary);

c) equality of the volumes of the inresponding and corresponding descriptions of the relations of these modalities and of modalities «aggressive», «suspicious»;

3) indicators of the relations' system without the crisis:

a) low degree of the expresseveness of the relations of the modalities «authoritarian», «egoistical», «subordinated», «dependent» (the quantity of the descriptions, accepted by a respondent, of the relations of these modalities must be $37,5\% - 43,7\%$



of the quantity of the descriptions of the relations of each modality, indicated by T. Leary);

b) big quantity of the corresponding descriptions, attributed by a respondent to the relations of these modalities (the quantity of these descriptions must be $\geq 37,5\%$ of the quantity of the descriptions of the relations of each modality, indicated by T. Leary);

c) great superiority (twice and more) of the volume of the corresponding descriptions of the relations over the volume of the inresponding descriptions of the relations of these modalities and of modalities «aggressive», «suspicious».

The significant relations of the modalities модальностей «authoritarian», «egotistical», «subordinated», «dependent», fixed on the basis of the preceding theoretical analysis of the sociopsychological particularities of the communication' subjects (who experience and don't experience the crisis of the relations' system), are examined by us from the positions of the self-relation, the Others' relation, the Others' waiting relation.

The data are worked up by the formal (quantitative) comparative analysis of the volumes of the corresponding and inresponding descriptions of the relations, attributed to the relations of each modality by each respondent. The reliability of the obtained results and of the conclusions, based on them, is ensured by the using of the cluster analysis and of the standard programme package of the statistical data's analysis «SPSS 13.0» для Windows.

The obtained data allowed to separate the respondents to the three groups.

The relations' particularities of the respondents of the first group (29 men, 22 women of the age from 32 years to 45 years) correspond to the criteria of the crisis of the relations' system fixed by us and discover an obvious contradiction between the self-relation, the Others' waiting relation and the Others' relation on the basis of the criterion of its modalities.

The relations' particularities of the respondents of the second group (29 men, 23 women of the age from 32 years to 45 years) correspond to the criteria of the relations' system before the crisis fixed by us and discover a sufficient contradiction between the self-relation, the Others' waiting relation and the Others' relation on the basis of the criterion of its modalities.

The relations' particularities of the respondents of the third group (37 men, 64 women of the age from 32 years to 45 years) correspond to the criteria of the relations' system without the crisis fixed by us and discover the coordination between the self-relation, the Others' waiting relation and the Others' relation on the basis of the criterion of its modalities.

The respondents with the crisis of the relations' system and with the relations' system before the crisis, describing the significant, critical events and situations, emphasize events and situations, determining the contradictions, the incoordinations between the Others' relation and the Others' waiting relation: the significant Other's betrayal (as a treachery of the confidence, the divulgence of the confidential information by the friends, the colleagues, the sweet-hearts' infidelity and the adultery of



the husbands and the wives), the disillusionment with them, the divorce, the transformations of the relations with them, the changes of the work's place and/or the field of activity.

The respondents with the relations' system without the crisis, emphasize events and situations, which don't directly determine the contradictions, the incoordinations between the Others' relation and the Others' waiting relation (e.g., the removal to the other city, the entrance to the institute and the graduation, the diploma' reception, the marriage, the child's' births), in the sociopsychological meaning signifying the individual social identity's' dynamics, connected with them and determined by the social scenarios of the life-line.

The obtained data testify, that the life-line's events of the following different types: 1) the events – the negative acts of the significant Other (the events of the negative behavior of the significant Other); 2) the events – the changes of the subjective social position, determine the different levels of the incoordination of the relations, constructing the relation's system.

The obtained data corroborate the hypothesis (propounded by us), that the life-line's events are represented as the factor of the modalities' incoordination of the different relations' class, corresponding to the critical relations' system, to the relations' system before the crisis, to the relations' system without the crisis.

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Personal Determinants of Perception of Adverse Life Situations and Choice of Coping Strategies

Annenkova E.A.

The article is a brief review of correlation analysis revealing influence of hardiness, locus of control, and self-regulation attributes of male and female students upon their perception of adverse life situations and choice of coping strategies.

Key words: *coping strategies, adverse life situations, hardiness, locus of control, self-regulation.*

As a rule, investigation of influence of personal attributes on coping behavior doesn't consider personal perception of situations to be coped with. Meanwhile it can be assumed that choice of coping strategy to a great extent is determined by how stressful the situation is in the eyes of the individual supposed to cope with it.

So, the goal of our research was to investigate the relation of personal attributes of students both to their perception of adverse life situations and the preferred coping strategies.

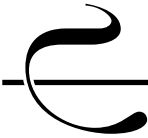
We chose hardiness, locus of control, and self-regulation attributes as personal determinants of coping behavior. Leontyev D.A. and Rasskazova E.I. in their research revealed that hardiness helps individuals master adverse life situations keeping inner balance [2]. Influence of locus of control upon coping styles was revealed both by foreign and Russian psychologists, for instance by Kryukova T.L. [1]; however their data is conflicting. Importance of self-regulation for success in different activities was proved by Morosanova V.I. [3], but relation of self-regulation to coping strategies was not investigated.

For assessment of subjective perception of adverse life situations we applied the procedure "Adverse Life Situations" of Shkuratova I.P. To define coping styles we used "CISS: Coping Inventory for Stressful Situations" by Endler N.S. and Parker J.D.A.

For assessment of personal attributes of students we used hardiness test of Maddi S.R. translated and adapted by Leontyev D.A. and Rasskazova E.I. [2], procedure "Self-Regulating Styles" of Morosanova V.I. [3], and "Subjective Ego-Control Scale Questionnaire" of Bazhin E.F., Golyunkina E.A., and Etkind A.M. To reveal correlation between the reviewed attributes Spearman's rank correlation coefficient was applied.

Experimental group included 102 third-grade students (equally split between males and females) aged 19-20 years.

Procedure "Self-Regulating Styles" allows assessment of stress impact of 30 adverse life situations in four dimensions: relations, business, extreme and criminal events, and passing of the loved ones. These situations split into two groups by changeability. Changeable events imply possibility of person's condition recovery and positive solution of the problem. Unchangeable events imply irreversible change of person's condition and life.



All students in the experimental group perceive passing of the loved ones as the most stressful life situation. Second most stressful situation is unchangeable break with lover or best friend of same gender. Changeable relation problems (quarrel with the loved ones), extreme situations and stressful business events are on the third position among most stressful situations. Unchangeable events are harder for young people to deal with in comparison to changeable events of the same dimension.

Analysis of correlation between stressfulness perception of adverse situations in different dimensions and hardiness reveals inverse relationship between the said factors; in other words, students high in hardiness perceive adverse situations as less stressful. Ego-control has the strongest relation to stressfulness perception of adverse situations. Risk acceptance as hardiness attribute also contributes to optimistic approach to adverse life situations.

Self-esteem helps to master stressful situations in the dimension of relations ($r = -0.26$ with $p \leq 0.01$), and in the dimension of extreme and criminal events both changeable ($r = -0.20$ with $p \leq 0.05$) and unchangeable ($r = -0.24$ with $p \leq 0.05$).

High internal locus of control is related to perception of changeable extreme situations as less stressful ($r = -0.29$ with $p \leq 0.01$); same is true for unchangeable business-related events ($r = -0.20$ with $p \leq 0.05$).

Self-regulation attributes also correlated with stressfulness perception of adverse situations in different dimensions. Students with advanced planning ability master passing of the loved ones easier ($r = -0.28$ with $p \leq 0.05$). Flexible self-regulation allows easier coping with changeable ($r = -0.27$ with $p \leq 0.05$) and unchangeable ($r = -0.20$ with $p \leq 0.05$) stressful situations in relations.

Thus, we can conclude that hardiness, internal locus of control, and advanced self-regulation are factors providing perception of adverse life situations as less stressful.

Application of Endler & Parker's CISS analysis of coping styles' choice showed that both male and female students prefer task-oriented coping. Second most frequent coping style is avoidant-distracting. Emotion-oriented coping behavior which serves to reduce stress in the face of adversity by means of intra-psycho processes is practiced by girls as frequent as avoidant-distracting strategy; meanwhile boys use this strategy much rarer. Emotion-oriented coping style is demonstrated by girls credibly more frequently than by boys.

Analysis of relation of personal attributes to coping strategies revealed that choice of task-oriented coping style is supported by such hardiness attributes as involvement ($r = 0.31$ with $p \leq 0.01$) and control ($r = 0.34$ with $p \leq 0.01$). General internal locus of control ($r = 0.27$ with $p \leq 0.05$), as well as internality in achievements ($r = 0.33$ with $p \leq 0.01$), relations ($r = 0.33$ with $p \leq 0.01$) and health care ($r = 0.22$ with $p \leq 0.05$) have instant dependence on choice of task-oriented coping behavior style. Advanced planning as self-regulation attribute also contributes to the choice of task-oriented coping strategy ($r = 0.20$ with $p \leq 0.05$).

Emotion-oriented coping strategies are preferred by students low in all hardiness attributes, low general internal locus of control ($r = -0.26$ with $p \leq 0.05$), and low inter-

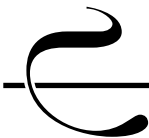


nality in achievements ($r = -0.20$ with $p \leq 0.05$), as well as also poor modeling ability ($r = -0.31$ with $p \leq 0.01$) and low flexibility of self-regulation ($r = -0.22$ with $p \leq 0.01$).

Avoidant-social coping strategies are practiced by students high in involvement ($r = 0.28$ with $p \leq 0.05$), high general internality ($r = 0.22$ with $p \leq 0.05$), and highly flexible self-regulation ($r = 0.27$ with $p \leq 0.05$). It follows thence, that students high in hardiness prefer task-oriented and avoidant-social coping strategies, while students low in hardiness plunge into emotions when facing stressful life situations. Students with internal locus of control choose task-oriented coping styles while students with external locus of control – emotion-oriented behavior strategies. Thus, the reviewed personal determinants do influence both perception of adverse life situations and choice of coping behavior styles.

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Psychological features of the sense self-regulation of bank employees of the average link in the period of economic crisis

Kadyakina N.M.

In conditions of economic crisis professional work of bank employees causes specificity of personality's self-meaning strategies and features of its sense self-regulation. During professional realization, depending on economic and social conditions, among bank employees of the average link there happens a change of motivational structure and sense centrations according to available personal values, general life orientation.

Key words: *sense sphere of personality, professional self-realization, self-meaning strategies, sense self-regulation.*

Last two decades in Russia there is a rapid development of bank sphere. The modern social situation of development of our state is characterized by radical changes, first of all, in political and economic sphere of society's life. Interest to banks' activity in conditions of the Russian economy is considerable, about what there tell the researches turned, first of all, to bank management studying (S.V. Arkhipova, S.V. Blokhina, T.V. Gritsyuk, T.N. Lobanova, V.N. Molodozhonova, T.V. Nikitina), to formation of the motivational mechanism of increase of efficiency of work of bank workers (O.V. Vasilyeva), to development of organizational consultation as a factor of increase of efficiency of activity of bank establishments (T.N. Lobanova, L.G. Shats). Here, the most urgent it is possible to consider the questions of formation of personnel selection of banks (N.V. Pushkarev) and studying of influence of personality's psychological properties on efficiency of activity of bank employees (I.V. Morozova).

At the same time in psychological and acmeological literature there are almost no works devoted to the problems of estimation of crisis situations in bank system from the point of view of influence of this situation on value-sense features of employees; features of personal transformations in the economic crisis situation are not studied. However researches of psychology of professional work, acmeology, management and business psychology testify that features of professional behaviour will depend on what is the most valuable to the subject of activity that has personal sense, initiate self-meaning strategies, makes "kernel" of his self-meaning concept as a system of the steadiest sense formations in integrated self-regulation of personality (A.A. Derkach).

The value-sense content of professional work manifests in self-regulation, which major indicator in this work we considered a "measure of person's satisfaction in the work" (R.A. Zobov, V.N. Kelasyev), personal stability in various professional situations.

The contradiction which has arisen in the Russian society between real personal potential of the bank sphere employees and socio-psychological tendencies, connected with economic crisis consequences in the country and abroad, has generated the problem of research consisting in necessity to reveal how the general reorientation of



bank sphere affects the value-sense orientations of its employees, their professional and life prospects, especially workers of the average and low links, bank managers.

The research passed in several stages:

–2007-2008 – organizational-diagnostic;

–2008-2009 – correctional;

–2009 – finishing.

The special technique of research is developed for achievement of the purpose and aims of the research problems. In the work the following methods of research have been used: theoretical analysis of the literature and documents, modelling, included observation, testing, interrogations, expert estimations, studying of activity results.

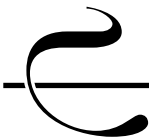
Within the limits of the psychometric approach, during the research of the sense self-regulation of bank employees the following techniques of researching of substantial and sense components of sense self-regulation have been chosen: SLO (D.A. Leontyev), the "Technique of maximum senses" (D.A. Leontyev), SAMOAL (N.F. Kalina), the "Value orientations" (M. Rokich), the "Orientation of personality" (B. Bass), the "Studying of self-estimation by means of ranging procedure" (A.A. Rean). For revealing of motivative-dynamic components a number of tests have been used: "Studying of motivational mechanisms of regulation of labour activity of personality" (I.G. Kokuriyov), diagnostics of motivational structure of personality (V.E. Milman), diagnostics of motivators of socio-psychological activity of personality, express diagnostics of personal competitiveness (N.P. Fetiskin, V.V. Kozlov, G.M. Manuylov). For computer data processing standard statistical methods and programs were used: "Microsoft Excel 7.0" and "Statistika 6.0".

In the work the "Features of sense self-regulation of the bank worker" questionnaire was used (Shestakov A.A., 2001).

In result of the analysis of the received diagnostic data, following conclusions have been received.

1. It is established that sense self-regulation acts as a factor defining such components of professional success, as aim formation, estimation of a degree of importance of conditions of professional work, construction of programs of own executive actions, estimation of conformity of real results to criteria of success, decision on necessity and character of corrections of actions. Features of the sense self-regulation of personality include changes of substantial-sense and dynamic-motivational components: self-meaning and value orientations, self-actualization and a self-estimation; orientation of personality, its motivational structure, socio-psychological motivators of personal activity and its competitiveness.

In result of the analysis of the diagnostic material there have been made characteristics of motivative-dynamic components of sense regulation of participants of experimental research. For bank employees it is characteristic the strongly pronounced motivation of transformation and achievement. Among women, who made the majority of respondents, this indicator is similar to the reference characteristics peculiar



for men. It concerns, first of all, to expressed orientation on achievements and lowered orientation on communication.

2. It is established that sense self-regulation provides the subject's of professional work individual activity, orientation on establishment of optimum relations in professional sphere, formation of condition promoting professional success: from rigid addictive models to possibility of varying regulator formations as strategies of dependent-independent professional behaviour. Thus, depending on a level of development of sense self-regulation the employees have different professional and self-meaning strategies.

Thus, the successful bank employees have the following configuration of components of strategies of self-meaning orientations: Purposes > I-LC > LIFE-LC > Result > Process. The successful bank employees are not satisfied in their present life and give middle estimations to efficiency of the passed life period, thus, however, focusing on the future gives a full value sense to life. Focusing on the purposes promote the representations of the successful bank employees about themselves as about strong persons possessing a sufficient freedom in choosing, to construct the life according to the purposes and representations about its sense, in spite of the fact that a person not always can control the life, make decisions freely and realize them.

Bank employees with the average level of professional realization have the following configuration of the self-meaning orientation's components: Purposes > Result = I-LC > LIFE-LC > Process. For them a purpose presence in life has the great value. They are not satisfied in a present life. They estimate their life way according to the representations about the personal possibilities and freedom in choosing; freedom in choosing in professional realization is limited from the point of view of these workers.

Employees with the low level of professional realization are more centred on themselves, on their problems' decision, in comparison with high and average groups of professional self-realization. At general passivity of the person there is no connectivity of self-regulation components, its structure and integrativeness in sense formations. If in the first group the representation about the maximum bases of human acts form difficult enough coherent structural integrity, for the 3rd group it is characteristic maximum simplicity of these representations and their mosaic character – dissociation on components poorly connected among each other; employees with the low level of self-realization also find out the decentration index fall in comparison with both respondents of the average level of self-realization, and with the examinees having the high level of self-realization. On the contrary, among them the indicator of negativity essentially raises in comparison with both these groups (p is less than 0,01 in both cases). It characterizes representatives of the 3rd group as the people who's life is closed on themselves, in a circle of habitual forms of behaviour, a deviation from which causes discomfort. A reflexivity index, as one would expect, in the 2nd group is essentially above, than in the 3rd one. We regard it as a sign of decrease in this group of a regulating role of consciousness in relation to professional work. The high indicator of the decentration index characterises examinees of the 1st and 2nd groups as reso-



lute, assured of the forces, ready to carry out purposes in view, to realize plans, to be responsible not only for professional success and for successes in own life, but also for a life and successes of other people.

3. Bank personnel selection should be focused on features of transformation of sense self-regulation of employees of the average link (managers and economists) in the period of economic crisis as the important factor influencing the socio-psychological climate in collective. Psychological support of employees should become a component of work of the personnel management services and services of management of the personnel in banks. The special correctional program developed according to the features of sense self-regulation of bank employees, provides formation and maintenance of labour motivation, adaptation of the worker in organization and his subsequent professional development; personal stability to critical situations; increase of the professional work efficiency.

In the conditions of crisis it is necessary to practice widely a system of moral encouragements of employees, to apply a range promotion system; to use methods of employees' self-estimation of the work in parallels with the estimations given by heads of divisions; to practice constantly the horizontal moving of workers promoting studying of adjacent trades; to hold regularly seminars and trainings for managers and economists of banks, to inform constantly the personnel on bank activity for the certain periods, about the vacancies and the used elements of personnel selection; to use competitions at replacement of various posts; close connection of promotion with retraining and increase of knowledge level, presence of curators in states of banks – skilled managers who carry out tutorship over young employees during years.

The Literature

1. ...
2. ...



Features of development of professionally important qualities of the conductor of the passenger wagons in the course of their professional work

Pavlova T.A.

The assessment of work of a conductor of the passenger wagons urged to answer the question about their work. The question is: how much is their work productive and effective. For construction of system of an estimation of professionally important qualities it is necessary to understand clearly, what factors influence quality and efficiency of work of a conductor. Whether the given qualities can give into development in the course of specially organised training.

Key words: *psychological professional selection, conductors of the passenger wagons, profессиограмма, development of professionally important qualities.*

The problem of psychological studying of activity has important, sometimes paramount value for definition of the most effective ways of the decision of many practical problems. Studying, the activity analysis assume its consideration as difficult, multi-dimensional and multilevel, dynamically developing phenomenon. And at the same time, proceeding from concrete practical problems, carrying out of the psychological analysis of concrete activity has certain specific features (from the point of view of the program, the purposes, methods, criteria). So, for example, for the decision of problems of diagnostics and forecasting of professional suitability such analysis provides a substantiation of requirements to structure, a level of development, structure of abilities and professionally important qualities of the person.

On the basis of results of the psychological analysis of concrete labour activity – professional requirements – the complex of methodical receptions of studying of psychological features of the person of the future experts is defined, developed.

The personnel assessment of works urged to answer the question on that: how much is the work productive and effective. For construction of system of the estimation promoting development of the organization, it is necessary to understand clearly, what factors influence quality and efficiency of work.

Our work with experts, construction of a profile of trades, allocation of significant professional characteristics have allowed to determine the most important factors: abilities, personal and business qualities; understanding of the working role; a professional knowledge and skills; relations with fellow workers.

Integrated approach provides the use of various techniques at construction of system of an estimation. Personal and business qualities, performance of requirements which are dictated by a post or working functions of a conductor, a professional knowledge and skills, except tests, have been estimated by means of a method of expert estimations. Special questionnaires have been developed for definition of an expert estimation of conductors of carriages. Questionnaires have been focused



on revealing of specific features of workers. Presence of experts has allowed to raise reliability of the received estimations.

The research urgency has been caused by the competitive struggle occurring now in the market of passenger transportations, between a car – avia- and railway carriers. The important element of competitive struggle, besides the price, speed, comfort and other, are readiness degree, including service, of the attendants. In a situation of increase of a competition, in need of transition from rendering of separate services to system of railway service, the decision of a problem of accurate revealing of level of professionally important qualities (further PIQ) of the personnel, its estimation becomes a severe need. The personnel estimation as one of universal personnel-technologies allows to raise a management efficiency of human resources and to solve questions of personnel management of the organisation.

The arisen contradiction between rigid requirements to qualification of the personnel and level of its preparation and not working out the complex approach to revealing PIQ of the personnel, its estimation, has allowed us to formulate **a problem**. Whether probably to develop system of accurate estimation of conductors of the passenger wagons, their PIQ, and to develop PIQ of the conductors of the passenger wagons with use of technologies of professional selection and special training.

Taking into account the importance of the given problem for a railway transportation we defined the following **purposes**. They are: 1) to reveal and estimate PIQ of conductors of the passenger wagons about their conformity professionogramma and to develop them with use of technology of situational training; 2) to create the program of definition PIQ of successful conductors; 3) on the basis of the conducted research to prepare recommendations about the program of training, preparation and improvement of professional skill of employees.

The object of our research are PIQ of conductors of the passenger wagons. **The subject** of research: revealing of features of development PIQ of conductors in the course of their professional work.

799 conductors of the passenger wagons have taken part in research. They are of the North Caucasian railway (SKZD) and 35 conductors are of the Astrakhan management of the Privolzhskaya railway.

According to the purpose, object and subject of research there were set the suggestions that were represented itself as **hypotheses** of research. The revealing PIQ of conductor of the passenger wagons define its successful professional work. Received on the basis of analysis PIQ of a successful conductor the professional work standard can be used at construction of the program of professional selection. PIQ of conductors probably can be develop during specially organised curriculum of situational training.

According to the purpose, object and the subject of research, there was studied a documentation that regulate and define the activity of SKZD regarding structure and the organisation of activity of estimated categories of employees, is constructed



analytical profессиogramma for conductors of carriages, the list measured individual and activity parameters and characteristics is received.

Empirical research on degree studying conformity the PIQ of conductors to profессиogramma has been conducted; it was possible to allocate some groups of conductors depending on degree of conformity the them PIQ profессиogramma; the technique of professional selection taking into account PIQ in the course of real industrial activity of conductors of the passenger wagons is approved.

In the methodical plan research has allowed to develop not standardised procedures and means of an estimation of the allocated parameters and characteristics. Schemes of a complex estimation on categories of workers and software of storage and processing received data.

Work has been constructed in two stages. A stage of flight research and a stage of base inspection of conductors of distant following. Flight research was spent in collective of train brigades of the Astrakhan and Kislovodsk wagon distances. Flight research has given the chance to estimate completeness and productivity of a complex estimation, and also validity the applied tests and questionnaires.

At a stage of base inspection the personnel estimation (conductors of the passenger wagons), serving passengers in trains, only 45 brigades has been spent. During the spent work the system of means of professional psychological selection of conductors of carriages has been proved and components PIQ of conductors of carriages are defined. It has given the chance to us to reveal some features of development of professionally important qualities of conductors in the course of specially organised and spent situational trainings.

The technique of professional selection developed during research taking into account PIQ conductors of carriages can be used in real manufacture and allows to organise effectively selection, professional selection and training of the given contingent. The received technique is focused on use by transport agencies and Open Society "Russian Railway" enterprises.

In a psychodiagnostic part of experiment the following techniques have been used: a technique of the automated system of professional psychodiagnostics (АСПД) [5], developed by T.P.Zinchenko and A.A.Frumkinym for profile construction (the psychological standard of a speciality) trades «conductor»; a questionnaire of temperament of J.Streljau; a scale of formal intelligence (factor) of the 16-factorial Kettel's test; a method of research of level of the subjective control (УСК), a scale of J. Rotter; a technique of definition of prevailing style of reaction in conflict situation, K.N.Thomas's test. An estimation technique: technology «Assessment-centre» as means of an estimation of professional qualities. Special control exercises have been developed for an estimation of the major professional quality – correct interaction with passengers – on technology of an estimation of the personnel «Assessment-centre».

Conclusions

1. Allocated PIQ of conductor of the passenger wagons determine its successful professional work. It was possible to allocate three degrees of conformity to refer



ence professional requirements of a conductor: 1 group – the maximum conformity, 2 group – within admissible norm, 3 group – the minimum conformity.

2. The received standard of professional work of a conductor of the passenger vagns can be successfully used at construction of the program of professional selection.

3. PIQ of conductor of the passenger vagns give into development during specially organised curriculum of situational training. Such training can be accepted, as a component of the program of improvement of professional skill of conductors of the passenger vagns.

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Features of self-confidence of the teenagers having brinings at militia Savenkova I.V.

The article is devoted to the analysis of results of the empirical research directed on studying of expressiveness of self-confidence in different spheres among delinquent teenagers. It is shown that delinquent teenagers are not a homogeneous group of teenagers with illegal behaviour. They differ on a level of self-confidence in different life spheres, and on a self-confidence level manifested towards parents and other people. On the basis of the received data it is possible to distinguish three groups of delinquent teenagers: the teenagers hoping for parents, the teenagers hoping for self only, the teenagers not hoping for self and searching support in other people.

Key words: *delinquent teenagers, confidence, self-confidence.*

Many researches are devoted to studying of the delinquent teenagers' personal features. Especially often researchers studied the features of delinquent teenagers' self-estimation. Nevertheless, among researchers there is no unequivocal opinion concerning what self-estimation is inherent in delinquent teenagers: overestimated or underestimated. Different authors have received absolutely opposite results.

We did not aim to investigate a self-estimation of delinquent teenagers, but the named researches have led us to a hypothesis that delinquent teenagers do not represent a homogeneous group. They differ not only in a self-estimation level, but also in a level of a self-value relation that affects not only the features of their personality, but also possibilities to build positive relations with other people and at a level of communicative competence as a whole.

For the purpose of the hypothesis checking there has been carried out a special research in which the teenagers having brinings at child's room of militia have taken part. The basis of the research was formed by the concept of confidential relations developed by T.P. Skripkina according to which, the confidence is the bipolar attitude connected with harmoniously expressed level of self-confidence and confidence in the world. "Warps" in the level of confidence expressiveness, generate both personal deformations, and deformations in mutual relations with other people. As far as confidence is a difficult phenomenon and it manifests differently shown in various life spheres, it has been assumed that various kinds of infringements or "warps" in the level of expressiveness of self-confidence and confidence in another may be put in a basis of differentiation of the teenagers with delinquent behaviour.

89 delinquent teenagers have taken part in the research. In the research program there have been included blank techniques as standard: self-control in dialogue, level of subjective control, behaviour strategy in the conflict, communicative tolerance, interpersonal confidence (G. Rotter), level of empathy development, for studying of the



level of expressiveness of self-confidence among teenagers it was used the psychometric technique offered by T.P. Skripkina.

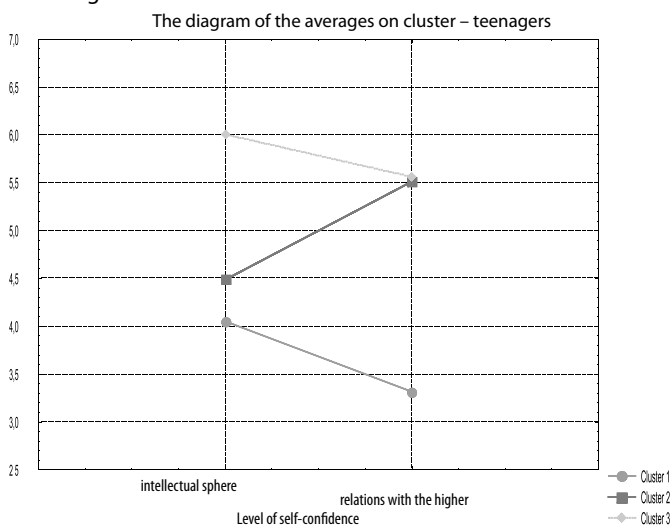
Let's describe the data received at use of the "Self-confidence" technique. At data processing at first there has been spent the treelike cluster analysis on all scales which have entered into the "Estimation of self-confidence" technique.

The results have shown that the variables included in the technique are grouped on three basic clusters (factor): self-confidence in educational and intellectual activity; self-confidence in interaction with near people; self-confidence in ability to build mutual relation with the subordinated and higher.

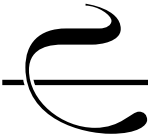
We considered only two first clusters having the greatest value for this group of teenagers: self-confidence in intellectual activity and self-confidence in ability to build mutual relation with higher people (adults). At the following stage all respondents have been divided into 3 groups by means of the carrying out cluster analysis. The first group was made by teenagers with a low level of self-confidence in intellectual sphere and in sphere of mutual relations with the higher. It is the smallest group of teenagers with delinquent behaviour. 22 teenagers have entered there.

The second group is characterized by a low level of self-confidence in intellectual sphere and a high level of self-confidence in mutual relations with the higher (40 teenagers).

For the third group it is characteristic a high level of confidence in both spheres – 27 teenagers.



As the received data show, the teenagers for whom it is peculiar to have a high level of confidence in the higher and low level of self-confidence in intellectual sphere



prevail (40 persons). We will notice here that on a technique's condition we did not trace who of the higher the delinquent teenagers mean.

We also carried out the dispersive analysis which has shown that the distinguished groups differ among each other on all indicators of self-confidence, and on an indicator of interpersonal confidence.

Then we carried out the correlation analysis between indicators of all scales included in interrogation, on distinguished cluster groups, therefore the correlation galaxies have been constructed. We'll analyze each of them.

Cluster 1 (low level of confidence). For this group of teenagers it is characteristic the presence of total distrust in all spheres, to what the presence of a set of interrelations between all scales of the technique testifies. Thus, as it is obvious from the received matrix, the low level of self-confidence is not connected with confidence in associates in any way.

It is interesting that for this group of examinees it is characteristic the presence of positive significant interrelation between all strategies of behaviour in the conflict that testifies that in behaviour they have not gained independence and they do not have steady models of interaction in difficult life situations.

Cluster 2. The second group of respondents for which it is characteristic the high level of self-confidence in sphere of mutual relations with the higher and low level of self-confidence in intellectual sphere.

For this group of respondents it is characteristic the presence of smaller quantity of interrelations between the level of expressiveness of self-confidence in different life spheres. It is interesting that in the centre of self-confidence there is a family, what in our opinion testifies to the presence of family confidential relations. The presence of negative connections between behaviour strategies in the conflict and the level of self-confidence in family, testifies that this group of teenagers feels protected by own family and in difficult situations this group of teenagers counts on the family help. They know that when something happens, parents will rescue them and will "pull out" from any situation.

It is interesting that the level of self-confidence in intellectual and educational sphere (which in this group of respondents is low) is not connected with self-confidence in other life spheres; they connect it only with the future professional self-determination. For them the interpersonal confidence is connected only with leisure sphere.

Cluster 3. The third group is characterized by the high level of self-confidence in intellectual sphere and in sphere of mutual relations with people.

In this case, the high level of self-confidence has no connections between different life spheres. For them high level of self-confidence in family is connected only with a high level of self-confidence in household problems' decision that, in our opinion, testifies the egocentric kind of this group of teenagers.

In general, for this group of respondents the self-confidence in household problems' decision has positive correlation connections with the high level of self-confi-



dence in the field of relations with other people. In our opinion, it testifies to the presence of the tendency to solve household and personal problems at the expense of other people.

Presence of negative correlation connections between self-checking in dialogue and the level of self-confidence in family relations and in relations with subordinate is interesting. It means that they do not consider it necessary to supervise themselves in the behaviour in a family and with the subordinate. The data also shows about the presence of correlation (positive) connection between self-control in dialogue and mistrust to people that testifies that they do not require others and are inclined to rely only on themselves, and in relations with others they supervise themselves. We will notice that for this group of examinees the lowest level of confidence in another is characteristic.

For this group of examinees behaviour strategies in the conflict are also interconnected among each other. In our opinion, it testifies that this group of teenagers is able to adapt successfully enough to different life situations and understands well how to conduct themselves most "favorable" in this or that conflict situation.

So, as a whole, the obtained data testifies that delinquent teenagers are not a homogeneous group of teenagers with illegal behaviour. They differ on a level of self-confidence in different life spheres, and on a level of self-confidence shown to parents and other people. On the basis of the received data it is possible to distinguish three groups of delinquent teenagers: the teenagers hoping for parents, the teenagers hoping for self only, teenagers not hoping for self and searching supports in other people.

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Features of an industrial and socio-psychological adaptation of young specialists to organization specificity

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It considers features of different adaptation level young specialists from military-industrial complex research organization (MIC RO). The obtained data allows to analyse a success of young specialist adaptation to MIC RO specificity and research activity.

Key words: *young specialists, an industrial adaptation, a socio-psychological adaptation, a task preparation.*

Analysis of MIC RO young specialist activity showed that much of graduating students from base universities under task preparation contract with the MIC RO are not always professionally suitable. Young specialist mismatch to MIC RO specificity by their individually-psychological qualities and competences lead to the great troubles during their adaptation to organization specificity.

The most suitable method, reducing an industrial and socio-psychological adaptation time and also improving its efficiency, is task preparation of young specialists to allow for work specificity of MIC RO.

The main purpose of investigation was to study young specialist personal features which appear in the course of adaptation. A research hypothesis was that there is a special combination of socio-psychological personal features. Under certain conditions these features can be a factor that indicates a successful/unsuccessful human adaptation within the organization.

An adaptation degree (full/partial) of young specialists after task preparation can be different then the adaptation degree of specialists without such preparation.

The object of investigation was 100 recent joiners were employed by major MIC research organization (FSUE All Russia SRI "Gradient", Rostov-on-Don city). All respondents are residents of Rostov-on-Don, male/female, having a high professional education.

An empiric research object included two groups of respondents. Group 1 is young specialists (50 people, 25 men and 25 women) after task preparation within organization departments before the beginning of the official labor activity. These specialists aged 23-30 are graduating students of universities under task preparation contract with enterprise.

Group 2 is young specialists (50 people, 25 men and 25 women) without task preparation preceding the official labor activity directly on the premises. These specialists aged 23-20 are graduating students of universities without any task preparation contracts with enterprise.



Research methods are psychodiagnostics and method with statistical result processing.

Multifactorial personal Cattell R.B.'s audit (16 PF, form A, standard), K. Rodgers's and R. Diamond's diagnostic method of socio-psychological adaptation were used in the process of investigation.

The results obtained by the Cattell's method allowed to form generalized personal profiles of both test person groups (see Figure 1).

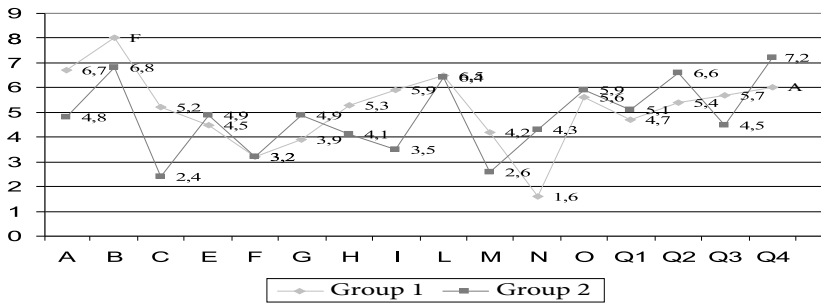


Figure 1. Generalized personal profiles of group 1 and group 2

As one can see from Figure 1 the most characteristic features of respondents related to group 1 are high values by factor B; tend to high values by factor A; low values by factor N; tend to low values by factors L and M.

The obtained results allow to separate such group 1 respondent features as outspokenness, mellowness, commutability. These respondents are active in the process of conflict resolution, they are not afraid of criticism and feel bright emotions. They have an abstract thinking tend, quickness, quick educability, firmness and efficiency. These respondents are emotionally mature, geared up for real life; they are outspoken, trustfulness and favorably disposed towards other people. More often they try to control their emotions and behavior.

In the group 2 factor index B⁺, L⁺, O⁺, Q₂⁺, Q₄⁺, C⁻, M⁻, F⁻ are the most showed up. The obtained results indicate that the respondents of the group 2 have an emotional instability, sensitivity and low tolerance level in stress and frustrating situations. The most characteristic features of these respondents are caution, practicalness, taciturnity, pessimism, high level of uneasiness. They are inclined to introversion, restraint, solitude, rigidity, but they can have a high level of psychological process mobility, which means that respondents are aiming to be independent and self-sufficing; sometimes they take a dim view of other people values. They are inclined to the appearance of ultimatism, superfluous suspiciousness, incredulity and internal vigilance.



The socio-psychological adaptation features of both two groups were studied using C. Rogers's and R. Diamond's methods (see Table 1).

Table 1**The level of socio-psychological adaptation of group 1 and 2 using C. Rogers's and R. Diamond's methods**

Factors	Difference magnitude (two-sample test, Z-test), α	Groups		
		\bar{X}	Group 1	Group 2
Adaptivity	0,051	49,7	69,4	30,0
Deadaptivity	0,001	50,3	30,6	70,0
Self- acceptance	0,042	72,8	84,8	60,7
Self-rejection	0,005	42,0	71,6	12,4
Acceptance of other people	0,001	27,3	15,2	39,3
Rejection of other people	0,001	58,0	28,4	87,6
Emotional comfort	0,005	57,6	69,5	45,7
Internal check	0,006	51,6	57,1	46,0
External control	0,052	48,5	42,9	54,0
Dominance	0,001	69,8	54,6	84,9
Submission	0,001	30,3	45,4	15,1
Depression existence	0,001	44,8	26,4	63,2
Depression absence	0,441	55,2	73,6	36,8

The data argued that the whole respondent selection by the adaptation level can be equally estimated both adaptive (49,7 %) and disadaptive (50,3 %). In the most cases the respondents accept themselves (72,8 %) and reject themselves (58,0 %). And herewith they feel emotional comfort (57,6 %), their internal check and expansion (dominating conation) (69,8 %) are developed (51,6 %).

The respondents of the group 2 have a developed external control of their actions (54,0 %), but the respondents of the group 1 have a developed internal check (57,1 %). Both of them are rather inclined to dominate in the relationship with other people (84,9 % and 54,6 % respectively) than to be under the influence (15,1 % and 45,4 % respectively). The respondents of the group 2 more often feel depressive senses and have moods, than the respondents of the group 1; 63,2 % and 26,4 % respectively.

On the basis of the obtained results personal features and qualities of socio-adapted and non socio-adapted specialist within the organization were specified. (Table 2).



Table 2

Personal features and qualities of socio-adapted and non socio-adapted specialist within the organization

Socio-adapted specialists	Non socio-adapted specialists
1. Insight, independent	1. A low self-esteem, tendency to conformism
2. Acceptance of a liability for its own life and actions	2. Buck-passing or accusing a circumstances
3. A high achievement motivation	3. A low achievement motivation
4. Sociability	4. Restraint
5. Dominating in the relationship	5. Dependency
6. Self-trust	6. Lack of self-trust
7. Ability to plan its own life	7. Tendency to a lack of opposition
8. A lack of intercourse difficulties and tendency to collaboration	8. Intercourse and collaboration difficulties
9. A lack depression	9. Tendency to depression and subdepression

The investigation allows make some conclusions.

1. Young specialists without task preparation within organization have considerable difficulties during the process of work and organization adaptation. The specialists can quickly adapt to the organization after task preparation within the organization, the process of adaptation pass less traumatically and time-consuming.
2. The criterions of young specialist adaptation were defined. These criterions can be used to making of prognosis of young specialist adaptation within the MIC RO.

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