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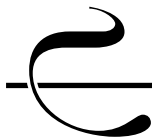
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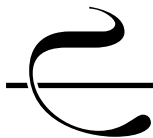
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PSYCHOLOGY OF PROFESSIONAL WORK

Skripkina T.P., Nichiporuk E.A.

The main features of personal and professional self-realization of a preschool educational establishments teacher

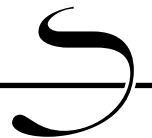
In article results of empirical research of one of displays of self-realization of the person – satisfactions by self-realization in professional sphere and in a life as a whole at preschool educational establishment teachers are considered. Variants of trajectories personal and professional development of teachers are allocated. It is offered to differentiate the psychological work with teachers depending on variants personal and professional development.

Key words: *self-realization of the person, satisfaction self-realization, personal and professional development, differentiation of psychological work with teachers.*

The preschool teacher's personality is one of the key resources of a native education system, and from in what measure this person is mature, safe, in many respects the future of our country as it is trivial, on the one hand, depends and it is strange, with another, it sounds. It is banal – how many times the thesis about importance of the person of the Teacher for safe development of the Society was proclaimed, how many authors proved the huge importance of the first years of a life for the better person's development. It's rather strange that the status of the tutor of preschool educational establishment (that teacher who should be the Teacher in the first years of the human life) one of the lowest both in an education system, and in a society as a whole. However, the sincere belief in the thesis declared above has induced authors of the given publication to engage in research of the main features of the personal and professional development of tutors of preschool educational establishments.

The necessary condition of safe development of the child is the developing adult interested in self-realization. Self-realization of the person is a way of promotion to the tops of his own development. It is possible to judge a personal maturity on in what measure the person could self-realization. Especially it concerns to professional self-realization.

The most fundamental concept of self-realization in native psychology was developed by L.A. Korostyleva who has carefully studied the main features of self-realization of the person in two basic spheres of the modern person: professional and marriage–family. L.A. Korostyleva considers self-realization as realization in the life and daily activity, the search and the statement of the special way in the world,

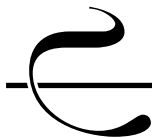


the values and sense of the existence during each moment of time. She marks, that self-realization can be researched as the purpose, means, as a process, condition and a result [3]. Self-realization as the purpose is considered in researches of self-actualization; as a condition – in researches of satisfaction by self-realization; as a result – at studying the certain level of personal development (presence of the properties promoting self-realization), as a result – in researches of judgment of integral time pieces of a vital way, or a life as a whole [3]. In analyzed research it is shown, that alongside with the existence of man's own criterion of self-realization, there are some general necessary criteria, such as satisfaction and utility (efficiency) which are directed to the blessing as person and the society [3]. Thus utility (efficiency) has more objective character – it is possible to judge efficiency on participation of the person in this or that sphere of a life, on reception of important results by him. Satisfaction has extremely subjective character entering into estimated system of mental activity of each person. Recognizing that self-realization is extremely important element of the general intelligence of a life, and underlies its psychological well-being, we had been carried out the research directed on studying of features of self-realization of a preschool educational establishments teacher. As it has already been told, the low social status of the given profession, the limited opportunities career development and a low salary level, generate the big difficulties on a way of self-realization to the given kind of profession. This research is devoted to studying of features of satisfaction by self-realization (in a life as a whole and in professional sphere in particular). In a basis of research there is an idea that one of the important determinant of self-realization of preschool educational establishments teacher in professional sphere is self-trust.

Research was carried out from 2003 to 2008. 240 preschool educational establishments teacher have taken part in it from different cities and areas of the Rostov region. With the purpose of doing the task the following complex of diagnostic techniques has been used: «the Estimation of self-trust» T.P. Skripkina [1]; «Motivation of professional work» K. Zamfir in updating A.A. Rean [7]; «Satisfaction of the elected profession» A.A. Rean (updating of techniques of V.A. Jadov and N.V. Kuzmina) [7]; «Questionnaire SAMOAL» N.F. Kalina [5]; «The Test of the meaning of life orientations (SJO)» (on D.A. Leontiev) [4]; «The Technique of research of the self-relation» S.R. Pantileev [6].

We have assumed, that the person, whose professional sphere is the most important part of a life, cannot test satisfaction from self-realization as a whole without satisfaction self-realization in profession, i.e. a high level of satisfaction self-realization in a life as a whole is impossible at a low level of satisfaction from self-realization in professional sphere. For the check of the given hypothesis teachers have been incorporated into groups with different combinations of levels of satisfaction of self-realization in the life as a whole and in professional sphere.

The following variants (Table 1) have empirically been received.

**Table 1****Variants of a combination at teachers of levels of satisfaction from self-realization in professional sphere and in a life as a whole**

№	levels of satisfaction from self-realization		Quantity of teachers (in %)
	in prof. sphere	in a life as a whole	
1	high	high	3,6
2	high	average	15,7
3	high	low	2,1
4	average	high	10,0
5	average	average	40,7
6	average	low	7,9
7	low	high	no
8	low	average	14,3
9	low	low	5,7

Apparently from the table, in researched sample are absent teachers at whom by self-realization in a life as a whole the high level of satisfaction would be combined with a low level of satisfaction the elected trade (a variant №7), that confirms the put forward hypothesis.

As average and high levels characterize satisfaction, and a low level – a dissatisfaction with self-realization for the further analysis we have united in the general groups of teachers with high and average levels of self-realization. 4 groups of teachers at which satisfaction or a dissatisfaction with self-realization in professional sphere and in a life as a whole are differently combined have been received:

- 1) satisfaction from self-realization and in professional sphere, and in a life as a whole;
- 2) satisfaction from self-realization in professional sphere, and a dissatisfaction with self-realization in a life as a whole;
- 3) dissatisfaction with self-realization in professional sphere, and satisfaction in a life as a whole;
- 4) dissatisfaction with self-realization and in professional sphere, and in a life as a whole.

From our point of view, the allocated variants reflect the certain trajectories personal and professional development, because they characterize on the one hand satisfaction from self-realization in a life as a whole (development of the person), and on the other hand satisfaction from self-realization in professional sphere (professional development). The allocated variants show, how two lines of development can be built at preschool educational establishments teacher: person's development and development of professionalism.

We've decided to check up, how the given variants personal and professional development are distributed on groups of teachers with the different experience of work. For the further analysis we have added one more (further a variant №5) to already allocated 4 groups in which teachers have come, whose data have originally



been excluded from consideration in connection with the expressed tendency to give social-desirable answers.

Let's note that 25 % of interrogated tutors were inclined to give the social-desirable answers.

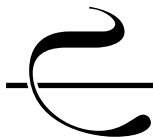
In connection with such significant amount of the data which did not pass on reliability, we have considered it would be simply impossible to exclude them from the further consideration. On the one hand, exception of results of the given group can deform a picture of variants of trajectories of personal-professional development. It has found reflection in table №1 from which very optimistically follows, that the combination of satisfaction from self-realization in professional sphere and in a life as a whole is typical for 70 % of teachers. Further it will be shown, that the share of teachers with such trajectory of personal and professional development on all sample makes approximately 50 %. On the other hand, interest represents finding out the distinctions between teachers, with a different degree of expressiveness of the tendency to give social – desirable answers.

Thus, 5 groups of examinees have been allocated. The further research problem consisted in studying, whether the ratio of the teachers included in each group with change of the experience of work. The analysis of the received results has allowed to allocate the following features.

The share of the teachers satisfied with self-realization and in professional sphere, and in a life as a whole (the variant № 1), differs the certain stability and includes approximately half of teachers in all groups («the experience of 5 and less years» – 46,9 %, «the experience from 6 till 15 years» – 57,4 %, «the experience from 15 till 25 years» – 50,7 %, «the experience of 25 and more years» – 47,1 %, on all sample – 51,3 %).

The share of a variant № 2 also undergoes minor alterations with increase in the experience of pedagogical work. The quantity of teachers at which high and an average level of satisfaction by a professional choice with a low level of satisfaction of a life (the variant № 2) combined; in all groups with the different experience of work does not exceed 10 % from total of teachers of the given group. As a whole on sample it makes 7,3 %, it expresses as much as possible in group of teachers with the experience «from 6 to 15 years» (9,3 %), the least quantity of teachers with such combination in group with the experience «from 15 to 25 years» (5,6 %). It is possible to assume, that the given variant includes teachers for whom professional work, during this moment of a life is the main way of self-realization.

Essential changes occur to variant № 3: from 18,8 % in group of teachers with the experience «5 years and less» up to 5,9 % in group with the experience «25 years and more». There is a great reduction of quantity of teachers for which the combination of an average level (high level was not revealed) of life satisfaction with a low level of satisfaction the elected profession. It is possible to assume, that if in the beginning of professional work still it is possible to test satisfaction from a life as a whole, being not satisfied with a profession but in the process of increasing experience of work it becomes more difficult.



The teachers incorporated by us in group № 4 deserve more careful attention: a low level of satisfaction of self-realization and in professional sphere, and in a life as a whole. The given group makes 4,2 % from all validity supervision. However, the greatest quantity of teachers for which such combination is typically, is revealed in group with the experience «5 years and less ». In groups with the experience more than 15 years are revealed one teacher with a low level of satisfaction of self-realization and in professional sphere, and in a life as a whole.

Except for the essential changes described above which are undergone with a share of teachers of the variant № 3, even more impressing changes occur to a share of teachers of a variant № 5. But if the share of teachers satisfied in a life as a whole and unsatisfied with self-realization in professional sphere (a variant № 3) with the increase in the experience is reducing, the share of teachers with the expressed tendency to give social-desirable answers (a variant № 5), with the increase in the experience of work is increasing (Table 2).

Table 2
Change of a share of teachers with the expressed tendency to give socially – desirable answers in groups with the different experience

group under the experience	Variant №5 (in %)
5 years and are less	12,5
From 6 till 15 years	16,7
From 15 till 25 years	36,6
25 and more years	35,3

Thus, it is possible to say that preschool educational establishments teachers have the obvious tendency, consisting that after 15 years of work they become inclined to professional burning out.

Between groups of teachers with the different tendency to give social – desirable answers, statistically significant distinctions on the majority of researched scales were revealed: self-rust in professional sphere, self-rust in intellectual sphere, self-rust in household sphere, self-rust in attitudes with higher, self-rust in family relations, self-rust in relations with children, self-rust in relations with parents, the general parameter of self-rust, external positive motivation, all scales SJO, two factors of the self-relation (self-esteem and self-humiliation), the majority of scales of a technique of self-actualization. The teachers giving social – desirable answers are inclined to estimate more highly “positive” and more low “negative” qualities of the person significant for professional work. Statistically important distinctions are not revealed under characteristics which do not possess the strongly pronounced professional importance for teachers: self-trust in relations with relatives, self-rust in relations with an opposite sex, self-rust in sphere of leisure, the factor aut sympathy techniques of the self-relation, some scales of a technique of self-actualization (spontaneity, self-understanding, aut sympathy and rapport).



The received data allow to put forward the assumption that at the short experience of work the expressed tendency to give social – desirable answers can be caused insufficiently by the advanced personal reflection of teachers, and also their positive attitude to the future, connected with their youth. For the teachers with big work experience, the expressed tendency to give social – desirable answers might be explained by professional burning out.

Thus, in personal and professional development of teachers it is possible to display two tendencies:

- harmonious combination of personal and professional development is typically for half of teachers approximately irrespective of the experience of work: satisfaction from self-realization in professional sphere and in a life as a whole, average and high levels of self-trust in professional sphere, average and high levels of intelligence of a life, amplification with increase in the experience of work of value of internal motivation of professional work;
- growth of the tendency to give social – desirable answers, probably, because of insufficient personal reflection and amplification of professional burning out that is proved by sharp increase in a share of teachers with the given tendency after 15 years of the experience, and also unreal high estimations teachers of this group of development of person's professionally significant qualities.

The received empirical data are coordinated to D.N. Zavalishina opinion, that after 10–15 years of work, «the person realizes this or that elected "style" (variant) of professional development, thus carrying out and the vital self-determination» [2, p. 106].

Results of an empirical part of research allow us to formulate recommendations, that at planning the contents of psychological work with teachers, it is necessary to take into account their variants of personal and professional development.

Concerning the teachers satisfied with self-realization both in a life as a whole, and in professional sphere in particular (1 group), it is enough the content of psychological support of professional work formulated in the general recommendations.

With the teachers who satisfied with self-realization in professional sphere and dissatisfied with self-realization in a life as a whole (2 group), it is necessary to carry out of psychological consultation in addition, with the purpose of rendering assistance in search of other spheres of self-realization, except for professional, for preventive maintenance of personal deformations, destructive ways from personal crises especially after the finish of professional work.

Concerning the teachers who were satisfied with self-realization in a life as a whole and dissatisfied with self-realization in professional sphere (3 group), it's also necessary to carry out some psychological consultations more. However in this case with the purpose of helping in search of opportunities of self-realization in the given profession or search of other profession for self-realization.

It is obvious that the teachers who were dissatisfied with self-realization as in a life as a whole, and self-realization in professional sphere (4 group), require the psy-



chotherapeutic help. Necessity and an opportunity of reception of such help can be a point of issue during individual consultation.

With the group of teachers who might have insufficiently advanced personal reflection or professional burning out, it is expedient to discuss high social desirability of answers which they gave during diagnostics. In case of interest of teachers, it is possible to suggest passing repeatedly an inspection for specification of features personal and professional development and a concrete definition of the contents of psychological work.

With our point of view, there are certain organizational difficulties in carrying out with teachers of the psychological work directed on their personal and professional development. The psychologists working in educational establishments in a post «the teacher – the psychologist» because of the ethical reasons have no opportunity to realize such contents of psychological work with teachers. The changed status of the city and regional psychological centers become establishments «diagnostics and consultation for children ...», does not assume as before wide psychological work with teachers of educational establishments within the framework of which carrying out was possible, including teachers of the preschool educational establishments, the developing groups focused on their personal and professional growth. In an education system, as a whole, and in educational establishments (especially – preschool), in particular, there are no departments or services on work with the personnel, responsible for their personal and professional development. Safe personal and professional development is the private affair of the teacher and the head of educational establishment.

As possible variants of the organization of the differentiated psychological work with teachers it is possible to consider its carrying out within the framework of courses of improvement of qualification or it is direct on the basis of educational establishment by inquiry of its head.

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PSYCHOLOGY OF DEVELOPMENT

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Nonverbal picture of children's fears

In this work you can find the results of research of the picture of fears between children of under-school age. As the method of research we used the structural questionnaire of children's fears, created by the author (SODS).

In most drawings the tendency of children to calm themselves with the help of another positive-tinged element can be observed. It proves a previously made conclusion about the immanence of self-regulatory processes of feeling fear.

Key words: children's drawings, children's fears, fear portrayal, verbal and non-verbal representation of fears, autoregulation.

The settled sight at a problem of children's fears as on quite developed (V.I. Garbuzov [8], A.I. Zaharov [9], A.M. Prihogan [15], A.S. Spivakovskaya [17], Jersild A.T., Holmes F.B. [19], Girard-Fresard J. [18] etc.), reflecting a picture of life of more or less stable society, has ceased to be entered in dynamics of swift-flowing events of a public life of Russia of last decades.

Not accidentally, speaking about children, a well-known Russian scientist V.M. Bekhterev allocates «a susceptible and impressionable soul of the child». The author suggests never to forget this exclusive impressionability of the child, especially «in such questions, as protection of mental health. Sometimes words carelessly said in front of the child about a murder or any other terrible incident can disturb a child at night or become a nightmare. That is why conditions and especially environment always make a huge impact on education of the child» [4, p. 153].

V.V. Lebedinsky, O.S. Nikolskaja, etc. underline that every age has "its fears" which in case of normal development disappear with time. Children's fears in case of normal development are the important link in regulation of behavior of the child and, as a whole, have positive sense of adaptation [12, p. 58–70].

The breach in children-parent relations is considered to be one of the most important reasons of occurrence of children's fears. A well known psychologist V.S. Mukhina believes that children's fears arise more often owing to wrong education and unreasonable behavior of adults [13, p. 120–122].

Ignoring and neglect to the child, according to O.A. Karabanovoj, especially adversely affects its development, provoking a wide spectrum of infringements from impulsiveness and aggression to uncertainty in oneself, uneasiness and occurrence of fears [10, p. 68].



V.K. Vilunas thinks that the power of fear “depends on specific features of mental development and concrete social conditions in which the formation of child’s personality is occurred [7, p. 35].

The important advantage of drawing the objects of fear is that in the figurative form those fears which the child aspires to supersede from consciousness can be presented, and they are not always found out in verbal techniques. Children’s drawings can tell us something that is not always possible to put into words. A.I. Zaharov in his works writes, that «through drawings it is possible to understand children’s interests, their deep, not always opened experiences and to consider it at removal of fears» [9, p. 128].

O.A. Prusakova and E.A. Sergienko’s notice that 4-year-old children, drawing the person on a theme «fear», return to the previous stage of development, drawing the image of the head-legs person. A sharp reduction of the quantity of elements of drawing can be noticed. With 5-year-old children the same tendency is observed and at the image of the person feeling fear, they draw as 4-year-old children. The person at the drawing becomes more primitive, and in some cases it does not have important details of a body, drawings on a theme «fear» are extremely poor in comparison with drawings on other themes, frequently it is just the image of a lonely person on the whole sheet. As authors mark, 6-year-old children do not change the image of the person feeling fear. They focus attention not on the fear image, but on how the scared person looks [16].

Revealing of specificity of the fears hidden from consciousness of the child (or those fears which are not fully realized), for comparison with verbally expressed fears and definition of optimum strategy and means of rendering psychological help, was the purpose of our research.

The research problems were:

- Definition of figurative presence of various kinds of fears;
- Revealing regulation components in fear images;
- Realization of the comparative analysis of verbal and figurative fears of children living in various conditions of residing.
- Research sample was made by pupils of comprehensive schools of Samara and the Samara region, Sevastopol, and also children living in children’s homes of Samara. 450 children of younger school age have taken part in research.

As a diagnostic toolkit were used the drawing test “My Fear” and the author’s technique of diagnostics of children’s fears (SQCF), that allows to define the maintenance of fears in quantitatively-qualitative, existential measurements; to reveal moral installations of children also in an external estimation of experience of fear (from outside adults, contemporaries), and also self regulation characteristics of fears endured by children (ways of control) [3]. It is necessary to notice that during the process of research children’s fears can be actualized, that is why the conversation-game directed on achievement of emotionally positive condition was spent with every child.

The graphic representation of fears includes not only diagnostic, but also therapeutic aspect on which the drawing methods of correction of children’s fears are



based. As the analysis of children's drawings expands diagnostic possibilities, it allows to compare the data of drawing test with the information received on the basis of verbal techniques.

By quantity of drawings the leading place is occupied by the fear of death. V.V. Abramenkova also points on this: «the theme of death recently takes more and more place in the picture of the world of a modern child». She explains it that «many cultural forms, such as texts of children's folklore are lost or are in degradation stages, and occurrence and a wide circulation of new forms of last decades, for example «black humor», severe «tricks», so-called «sadistic» rhymes, tells us about changes of children's consciousness towards death» [1, p. 14].

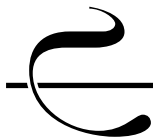
In our research most images are somehow connected with a theme of death. The image of death is often a being with empty eye-sockets on a naked skull, in a bony hand – a plait, black attire; sometimes it is an image of funeral, a coffin, cemeteries or the dead person with bared teeth. Despite various social economic and geographical conditions (Samara, Bolchaja Chernigovka, hero town Sevastopol), children draw these images identically. It is necessary to notice, that in drawings of modern children the characters from Hollywood and Disney films («It», «Strangers», «Mummie» etc.) occurs more often than characters of Russian national fantastic folklore.

The next fear in the rate of occurrence is the image of fear of darkness. Usually all space of a standard sheet of paper is painted over by black, dark blue, violet or red-black color. Under color tests these colors designate alarm; there is also a black square or dark, corners and walls of rooms.

In our sample the considerable quantity of fears of animals is observed. In cities where in every flat there are cats and dogs, hamsters and various small rodents, snakes and lizards-more rare, the same animals cause fear. The greatest number of fears is connected with dogs; in text explanations children notice, that they are afraid not simply of dogs, but of aggressive, big and biting dogs or «evil dog sight». The fear of snakes and spiders is also expressed in a strong degree, especially with girls that coincide with A.I. Zaharova's data. Representing animals, children try to draw it in real-life color (crocodile is green, bears are brown, lions are yellow-sand etc.). But there are drawings where animals that cause fear, are intentionally drawn by motley, iridescent colors as though the child aspires to calm itself with the image of terrible object (the pink or green doggie, the blue-red lion, a blue bear cub etc.).

The picture of educational fears of children of younger school age is presented by drawings of notebooks, consisting of bright red remarks of teachers and the numerous number of poor marks. Drawings where a belt and a mark «2» are represented equally attract attention (fear of a bad estimation and the punishment subsequent to it).

Working over the atlas, we analyzed not only images of fears, but also the topography of children's drawings. In the famous M.V. Osorinoj's work, the general topographical law in the children's drawings is marked and it says that the child «represents sheet space as space of the World which should be definitely organized so it was possible to lodge characters. Underfoot they necessarily should have a ground, and

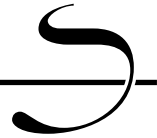


there should be a sky above a head ... And between heaven and earth characters take places. They stand so that everyone has his own place in all growth and not blocking each other» [14, p. 25]. In our sample there are drawings that confirm this principle, but mostly children do not confirm any principles while drawing. The image of fear in some drawings is displayed without a support, without earth and sky lines, in a certain subjective space. Sometimes this drawing is an image which fills all space of sheet, and sometimes it is a very small, microscopic in relation to the size of sheet, an image of a terrible subject or an object, placed somewhere below, in the corner. The child represents a frightening subject small, insignificant, as though convincing himself in its "unscaryness".

We have noticed the following feature in drawings of socially deprived children. In scary situations the certain supporting elements are drawn in order to rescue, help. The fear to wake up at night and remain alone with fear is drawn by the pupil of children's home as the big black square. As a rule, the fear of darkness is more often represented by dark grey, black color in the form of squares or strongly shaded space of sheet. In some cases the furniture of a room without a personal presence is drawn. But it is necessary to notice, that almost always a window presence with starlight, month or the moon (requirement for heat, protection) is obligatory. The window (aperture) can personify a possible exit (runaway) from a terrible situation.

The results of research show that children struggle with fears in the ways accessible to their mentality: they tame fear or try to cajole it, make it ridiculous, persuade and convince themselves that «it is not scary». It is revealed, that many children while drawing the fear may regulate their emotional condition, for example they paint a terrible image in bright colors, and in some drawings they add details common to themselves (such as elements of clothes etc.) making its identical, as though saying: «It is the same as I am, it will not cause me harm », i.e. actually at drawing of fears some children unconsciously spend "self-therapy". It is necessary to notice, that some girls before drawing the fear say that they wish to draw something good at first. For example at first the princess was drawn and only then old lady Jaga. Some girls represented a positive image after their fears have been drawn. For example, after drawing a terrible shark the girl has drawn the mermaid. This kind of behavior can be considered as one of control ways as an equilibration in situation of negative emotions experience.

Mimic and gesture expression in images of fears are designated as follows: as a rule, it is widely open round eyes, in some drawings pupils are absent or are traced by red color; threateningly opened mouth with a huge teeth. The terrible action itself is represented in the form of a figure of a person with the extended hand in which the knife is clamped, the knife tip is thus painted necessarily over by black or red color, and from this edge blood drops fall down. The afraid child is often represented as follows: corporal component – shoulders are strongly raised, pressed to a head, the neck is involved, hands powerlessly hang along a trunk or are lifted upwards in position "I surrender"; face expression – the ends of lips are lowered downwards, eyes are expanded. Some children do additions to drawings: "Do not kill me, please" or "I see this dream very often, it has



already got me" etc. Children brought up in children's homes choose a passive-defensive position in situations of fear that finds acknowledgement in drawing tests also. At the same time, we were interested by some drawings with the image of fear of depth, fear to sink, where children draw not only a figure of the sinking person in the water, but also the coast with a grass (and it is already a support) where there is a person, ready to come and help, in some cases the person with ring-buoy or any object is drawn. In other drawing, the girl standing on a roof of a high-rise building is drawn, but below the author of drawing has drawn two brothers holding a strong flared-out material. The girl has explained the drawing so, that if the girl falls, brothers will rescue her.

In her researches, V.A. Labunskaja pays attention that in the fear description the signs concerning pantomime and gestures of the person are more often fixed [11].

Numerous children's drawings have shown a huge interest of children towards human body. Representing a situation of fear, children try to transfer the fear felt by the person through movements and actions. On one of drawings the group of children escaping from a cemetery ghosts is represented. Hands of children are scattered, eyes are round with a strong portrayal of pupils, feet are bent in knees, and trunks are cast away back. All characters have no support and soar in air.

The carried out research has allowed not only to expand scientific representation about fears of children of younger school age, but also to reveal distinctions in the maintenance of the fears, caused by social, economic and cultural changes in our society for last decades. Thus that the spectrum of fears, as a whole, has not changed (medical, educational, social, fear of death, fear of animals etc.), the quantitative parity of various kinds of the fears endured by children has changed. The fear of "fall short" according Zaharov A.I., has left the first position, giving way to the fear of death [1, 4]. Fears of modern school pupils have undergone changes in comparison with children's fears during rebuilding period: the maintenance of the social fears stated by children has changed. Social and economic instability affects not only parents, but also finds reflection in the maintenance of fears of children of younger school age ("parents will lose work", "to become beggars", "to become homeless" etc.). Some negative characters ("a black hand", "the queen of spades") are not that popular now. On change by it the new "terrible" characters from horrors come ("It", Dracula, the Mummy, Freddie Kruger and others).

The comparative analysis of realized and unconscious sphere of fears has revealed certain divergences between verbal and figurative forms of expression of fear among children of younger school age. In the verbal form leaders on all sample (on frequency and intensity) are fears of darkness and animals; city children do not have fear of open spaces (the big areas, streets), characteristic for rural children; pupils of children's home unlike children living in families, mark fear "to wake up at night"; in the nonverbal form (thematic drawing) the fear of death and everything that represents the other world prevails. The fear of causing a physical damage and fear of height are typical for city children, but are not observed among rural children. Numerous fears of elements, a fire, hurricane etc. are mostly determined by imagination of city children while the rural children really approached to the nature, are practically prepared for them.



Children of younger school age can independently cope with fear conditions, using different ways of control: active-protective behavior, derivation by different means, calming down; passive-protective behavior, the reference for help to parents, inactivity, the reference to "the higher" forces [5]. In drawings of children a bit different receptions of fear control are traced: transformation of a terrible image in order to make it not scary (reduction, painting the terrible character); "equilibration" of the central image of fear with the image (before or after drawing) with positively painted element (plot). It confirms earlier received by the author conclusion about immanence of self regulation processes in fear experience; the image of the external "support", help from outside, saving objects.

Thus, the nonverbal picture of fears has specific differences for verbally expressed fears of children, both under the maintenance and on types of fear control. That is why in preventive and psychological correctional work with children of the given age it is expedient to use a complex of verbal and nonverbal means of psychological work, accenting in it an independent search of fear control.

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Vassilieva O.S., Avetian A.M.

Empirical studies of the development of the senior schoolchildren's interpersonal relations in the multi-ethnic educational environment

In the conditions of the fragility of the international relations the address to the problem of the development of the interpersonal relations of the senior schoolchildren in the polycultural educational environment seems to be very hot. The article represents the results of the empirical research, there are some conclusions made after data processing with the help of methods of the mathematical statistics.

Key words: *interpersonal relations, poly ethnic educational environment.*

The decision to choose the development in some social, professional and personal spheres falls on the senior school age. Deep down these choices there is a comprehension of the mental resources, building the system of values, the choice of the most «well-deserved» priorities of the vital function. Besides senior schoolchildren face a number of the difficulties, connected to the insufficient knowledge of their abilities, the narrow-mindedness about different sides of the “adult” life, the little experience of planning and forecasting their actions, the unpreparedness to the self-sustained decisive actions and etc.

The significant help in overcoming difficulties can make the enlarging of the interpersonal relations, acquiring at this age the particular value. In the context of the interpersonal relations the senior schoolchildren try not only to enrich their life representations, but to learn how to interact with different people, to get to know themselves. Comparing their own and other people's world outlook, they build more adequate picture of happening and the future at the account of their own experience. In this regard the special opportunities are given to the student by the multi-ethnic educational environment. The knowledge of the other people's culture, customs and traditions let them perceive other culture, unusual mentality, traditions, norms, strategies and forms of the behavior, attitudes and positions.

However the strict division of the surrounding people to friend-or-foe kept from the adolescence, the influence of the parents, peers and those people, the person is contact with, blocks up the development of the experience. Finally, the practice of building the process of the positive interpersonal relations in the multi-ethnic educational environment is replaced by the process of building the small groups, which are the fertile ground for the conflict and tension among the senior school children.

The attempts of the teachers and psychologists to solve the problem of the development of the interpersonal relations of the senior schoolchildren in the polycultural environment are restrained by some difficulties, associated with a number of the contradictions between the necessity of the relation development and the absence of the theoretical and empirical preliminary studies, which let adequately to reconsider



the context of these processes and states, and by the absence of the scientifically described psychological technologies.

The action of the ethno-cultural factor, creating the special environment for building interpersonal relations, was studied by the number of national and foreign psychologists (Aroutunov S.A., Belinskaya E.P., Bromlei U.V., Goumilev L.N., Lebedeva N.M., Stephanenko T.G., Sousokolov A.A., Freud Zh., Fromm E. and others). The data related to the influence of the ethnic characteristics of the subjects upon their interpersonal relations (Leontiev M.G., Smirnov A.A., Shomonbaeva A.O.) aren't enough to build the unique representation about this process.

The interpersonal relations are considered as subjectively survived links between people producing mutual influence in the process of the mutual activity and communication [4, 6]. They differ by a number of the parameters: according to the origin, stability, length, openness of the sides and etc. The process of initiating, developing, and ending interpersonal relations is determined by a number of the facts. They are individual and psychological, typological features of the subject of the interaction, and also conditions of the organization of the desirable interaction by the different sides.

The ethnic factor is rather important for the interpersonal relations. The researchers point out, that the ethnic environment includes a lot of modifications of the surrounding reality, accumulated by the members of the ethnos in the course of its historical development. The ethnic factor sets the context of the interpersonal relations, determines the behavior demonstrations of the subjects, readiness to maintain relations with the partner of another ethnos. At the personality level the ethnicity demonstrates itself at the level of the ethnic identity of the subject, creating his ethnic conscious, acquiring the ethnic attitudes, stereotypes, prejudices and etc. (Aroutunov S.A., Belinskaya E.P., Bromlei U.V., Goumilev L.N., Lebedeva N.M., Stephanenko T.G., Soldatova G. U., Freud Zh., Fromm E., Khots M.N. and others). The formation of the ethnicity is almost finished at the period of the early youth (or senior school age). At this age the ethnic factor begins to influence the interpersonal relations.

At this age the relations with the young people of the same age acquire new in comparison with adolescence, particularities. We can relate to them the following ones: 1) the bases for them are intellectual and spiritual needs; 2) they are oriented to confessional, confidential character; 3) the increased selection in the choice of the subject of the trust.

The hypothesis of the research is based upon the suggestion about the fact, that the interpersonal relations of the senior school represent the particular complicated entity, determined by the ethnic type of the educational environment and characterized by the number of the particularities, determining quantitative and qualitative parameters. Between mono and multi-ethnic educational environments we can see the differences in the interpersonal relations.

156 senior schoolchildren of the 10th form took part in our research, 50 teachers and psychologist were the experts.



The hypotheses' testing was accomplished while solving a number of the theoretical, methodic and empirical tasks. The last mentioned were directed to: compare the particularities of the distribution of the status positions of the members of the mono and multi-ethnic educational groups of the senior school children; to reveal the level of the proneness to conflict in their relations; study the display of the phenomena of the empathy and trust in the educational mono and multi-ethnic environment; establish the character of links with the ethnic identity and strategies of the reaction in the conflict situations (compromise, cooperation).

Solving of these problems was made with the help of the research methods. Among them: the method of diagnostics of the interpersonal and intergroup relations («sociometry») G. Moreno, «Scale of the interpersonal trust» by J.B. Rotter, test of the level of the empathic abilities by V.V. Boiko, «Types of the ethnic identity» by G.U. Soldatova, «Level of conflicts» by A.M. Ganeeva and L.S. Tronova, «Studies of the particularities of the reaction in the conflict situation» by Kilman- Tomas. To process the research data we used the methods of the mathematical procedures of reliability of estimate of different indices, the statistic correlations.

In the process of the empirical research it was found out, that the senior school children in the mono-ethnic educational environments more often ($p < 0,01$) come in contact with each other, then senior schoolchildren in multi-ethnic educational environment. The contacts of the senior schoolchildren belonging to different ethnoses are numerically insignificant, limited, at the utmost, by business questions arising in the process of the learning.

The senior schoolchildren from the mono-ethnic environment have interpersonal contacts which are longer in comparison with the school-children from the multi-ethnic educational environment ($p < 0,05$). The interpersonal relations of the senior schoolchildren in mono-ethnic groups are saturated by the contacts with peers, which are dynamic enough according to their organization and time length. The significant time if the interpersonal contacts of the senior school children in mono-ethnic educational environment is the reflection of the diversity of the reasons and bases to support relations, of their interest to each other and the desire to communicate, the openness of the interaction.

Between the senior schoolchildren of the two samples there is a difference (at the statistically significant level $p < 0,01$) in the modality of the interpersonal relations, which they have with their peers. The senior schoolchildren who study at the mono-ethnic environment demonstrate more positive relations than senior school children who study at multi-ethnic environments. The results of the observation testify that in the multi-ethnic educational environments in the interpersonal relations of the senior schoolchildren of the different ethnoses there is some tensivity, closeness of the contacts. Besides they are more sensitive in the questions concerning the ethnic hidden reasons, that's why they join the debates more often while communicating.

The average distribution in classes of the senior school children having the average status in the mono-ethnic and multi-ethnic environments approximately corre-

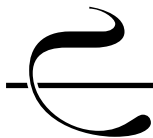


sponds (accordingly 75,9 % and 70,4 %). We have found the discrepancy in the distribution of the senior schoolchildren, having the high and low socio-metric status, in dependence of the mono or multi-ethnic educational environment, where they study. The distribution of the senior schoolchildren in mono and multi-ethnic educational environments, having high status, is, correspondingly, 19,1 % and 11,7 % ($p < 0,05$). More significant differences were found in the subgroups of the senior schoolchildren having low status in the mono- and multi-ethnic educational environments (correspondingly 5,0 % and 17,9 %). The differences in percents are characterized by statistic reliability ($p < 0,01$), it means that in the multi-ethnic environments the part of the senior school children having low socio-metric status is much higher then in the mono-ethnic environments.

In the mono-ethnic groups with low level of the proneness to conflict there are a bit more senior schoolchildren (18,1 %), then in multi-ethnic educational environments (13,1 %). Such a tendency can be traced with the percent proportion of the number of the senior schoolchildren, characterized by the average level of the proneness to conflict: in the mono-ethnic groups there are a bit more of students (68,2 %), then in the multi-ethnic groups (61,9 %). The level of the statistic meaning of $p < 0,05$, points out to the existence of some differences between samples, it doesn't allow to suggest their stability.

According to the received results the senior schoolchildren, who study in the multi-ethnic educational environments, show the bigger level of the proneness to the conflict, then the senior schoolchildren in the mono-ethnic educational environments. The reason of this we see in the fact that the multi-ethnic environment creates for the senior schoolchildren the additional tasks for life priorities. Distinct from the senior schoolchildren from the mono-ethnic environments, they face the tasks of the personal self-assertion, professional and life choice, senior schoolchildren from the multi-ethnic environment are in need to find a place in their own ethnic environment, to compare their own personal, professional, in whole, the life priorities with the ethnic attitudes, norms and customs. Besides they choose the positions of the interaction with the representatives of other ethos, with the foreign culture, norms and customs. The difficulty and different aspects of the tasks, which arise before the senior schoolchildren from the multi-ethnic educational environments, brings tension, makes them aggressive and conflict in the interpersonal interaction. At the greatest degree it is related to the relations with the young people of the same age, who will belong to other ethnoses.

Among the senior schoolchildren from the mono and multi-ethnic educational environments there are statistically reliable differences ($p < 0,01$) according to high and low level of the interpersonal trust. In the subgroups of the senior school children there is a significant excess of the number of the senior schoolchildren with high level of the interpersonal trust (the average meaning– 27,0 %) over the number of the senior schoolchildren with the low level of the interpersonal trust (14,0 %). In the subgroups of the senior schoolchildren, studying in the multi-ethnic environments, it



was statistically registered the excess of people with the low level of the interpersonal trust (27,6 %) over the number of the senior schoolchildren with the high level of the interpersonal trust (13,3 %). In the sample of the senior schoolchildren, studying in the mono-ethnic environment, the average variable of the interpersonal trust is 6,5, in the sampling from the multi-ethnic educational environment – 4,3 units. The received A good deal of the discrepancy testimonies about the statistically significant differences of its display in dependence with educational environment where the senior schoolchildren are studying (mono or multi-ethnic). In the multi-ethnic environment the interpersonal trust between senior school children seems to be less expressed then among senior schoolchildren studying in the mono-ethnic educational environment.

In the sample of the senior schoolchildren from the multi-ethnic educational environment we can find the tendency of the domination of the people with the low level of the empathy. Besides, the differences in the level of the empathy turn to be smoother. This may be explained by the specifics of functioning of the considered phenomena. Obviously, that the empathy has more possibilities for the development in dependence from the ethnic particularities of the surrounding peers. The trust is based upon the knowledge of a very large area of circumstances, characterizing the subject of the potential interaction. Correspondingly, the senior schoolchild may demonstrate the empathy easier, then the interpersonal trust. Together with the interpersonal trust, it influences most of all the quality and the intensity of building the interpersonal relations in the educational environment.

In the multi-ethnic educational environments in all subgroups with the help of the method «Types of the ethnic identity» by G.U. Soldatova it was discovered the dominance of the proportion of the senior schoolchildren characterized by the ethnic egoism, which can be expressed in the innocent form or in the uncooperative attitude. In the first case there is a perception of surrounding world through the context prism «my people». In the second case, senior schoolchildren demonstrate a lot of tension in the interpersonal relations with the youths of the same age, who belong to other ethnic groups. Maybe, in the dominance of this type of the ethnic identity we can reveal the cause of the increased proneness to conflict and low level of the empathy, interpersonal trust of the senior school children, studying in the multi-ethnic environments.

The studies of the types of the reaction to the conflict situation allowed to find out, that in sample of the senior school children, who study at the mono ethnic environments, the strategy which is most of all expressed in the conflict situation is the cooperation (27,5 %). This type of the behavior demonstrates itself in taking such a decision which will completely satisfy the interests of both parties. The highly expressed form of the behavior in the conflict situation of the senior schoolchildren studying in the mono-ethnic educational environment is finding the compromise (23,6 %). The behavior of the senior school children who prefer this type of the behavior shows itself in establishing the agreement between the participants of the conflict. The highly expressed form of the behavior in the conflict situation is the competition (22,2 %).



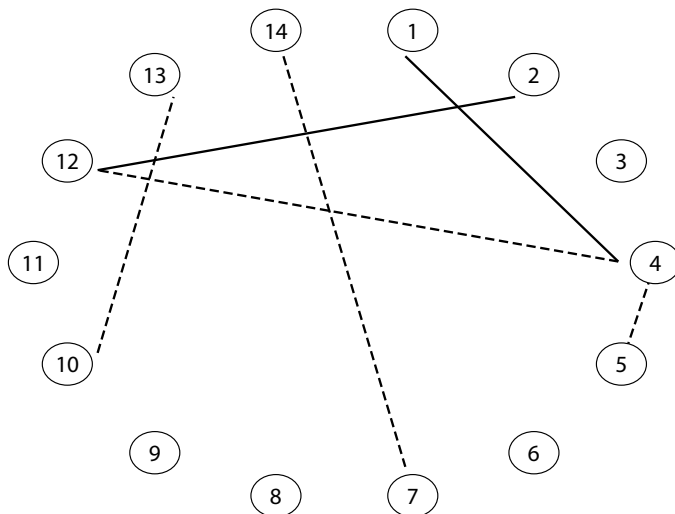
Having this type of the behavior in the conflict situation demonstrates itself in the inclination of the senior school children to achieve the satisfaction of their interests causing damage to the partners' interests. The next places in our samples are occupied by the adjustment (14,4 %) and avoidance (12,3 %). These strategies of the behavior in the conflict situation are chosen by about $\frac{1}{10}$ of the whole sample of the senior schoolchildren, who study at the mono-ethnic environment.

The other strategies of the behavior in the conflict situation were discovered at the sample of senior schoolchildren who study in the multi-ethnic environments. Together with it, we would like to underline, that in this case, the distribution of the favorite types of the behavior in the sampling is more uniform. The most expressed type of the behavior in the senior schoolchildren's sample, studying in the multi-ethnic environment, is the avoidance (23,8 %). Correspondingly, we can speak about the fact that about $\frac{1}{4}$ of the senior school children, in this case, are oriented to avoid the conflict situation. Besides they do not demonstrate the inclination to provide the cooperation with the subject of the interaction and they aren't oriented to achieve their goals in the conflict situation. Approximately the same part of sampling of the senior schoolchildren studying in the multi-ethnic environment formed people oriented to the strategy of the competition in the conflict situation (23,1 %). This type of the behavior connected to the proneness to achieve the satisfaction of their interests to the detriment of the partner's interests, was observed at about $\frac{1}{4}$ of all the senior schoolchildren studying at the multi-ethnic educational environment. The well-expressed strategy of the adjustment to the existing situation was found in the multi-ethnic educational environment. This type of behavior was chosen by 21,6 % of the senior schoolchildren, it means about $\frac{1}{5}$ of all the sampling. This choice corresponds to the orientation of making a sacrifice their own interests for the sake of the interests of the interaction partner. This behavior is absolutely opposite to the competition in the conflict situation, which occupied the second place according to the occurrence. The significant meaning according to the specific gravity of students in the multi-ethnic environment turned to be the strategy of the cooperation (20,6 %). This type of the behavior in the situation turned to be the priority about for $\frac{1}{5}$ of the senior schoolchildren of the sample under review. This point to the fact, that the significant part of senior schoolchildren in multi-ethnic educational environment is ready to accept this alternative, which completely satisfies the interest of the both parties in the interpersonal relations.

The most expressed differences between senior schoolchildren, studying in the mono- and multi-ethnic environments, was established over the two types of the behavior in the conflict situation – the occurrence of the compromise and avoidance. The senior school children studying at the mono-ethnic educational environment are inclined to the first one, the senior schoolchildren studying in the multi-ethnic environment are inclined to the second one. There is a small difference –at the level of the behavior to adapt to the situation and choose the cooperation. The first type of the behavior is typical for the senior schoolchildren, studying in the multi-ethnic environment; the second one to the senior schoolchildren, studying in the mono-ethnic environment.



The method of the correlative analysis let us establish the differences at the level of the density of the senior schoolchildren's characteristics, which are in the different types of the ethnic educational environments.



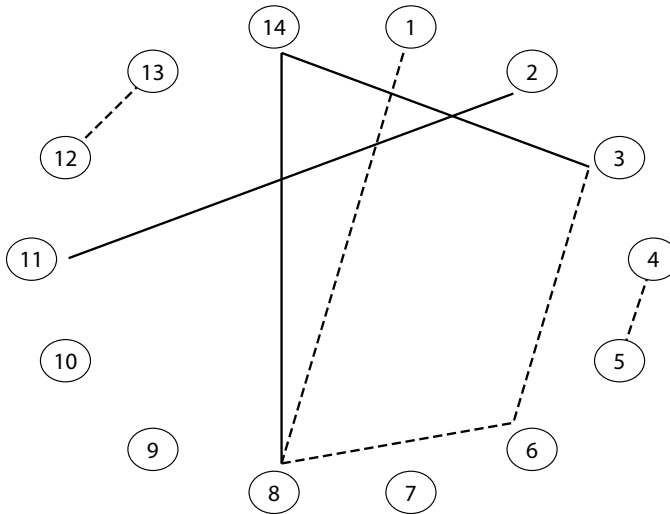
Drawing 1. Cross-correlation of the characteristics of the schoolchildren who study in the mono-ethnic environment

1 – proneness to conflict; 2 – trust; 3 – empathy; 4 – ethnic negativism; 5 – national fanaticism; 6 – ethnic isolation; 7 – ethnic indifference; 8 – positive ethnic identity; 9 – ethnic egoism; 10 – competition; 11 – adjustment; 12 – compromise; 13 – avoidance; 14 – cooperation.

The sampling of the senior schoolchildren from the mono-ethnic educational environment we could register some tendencies which characterize their interpersonal relations (drawing 1):

- trust is combined with the inclination to compromise;
- the ethnic negativism is directly combined with the proneness to conflict, one hand, on another with the proneness to compromise;
- the ethnic negativism– with the ethnic fanaticism (inverse correlation);
- the ethnic indifference with the inclination to cooperation (inverse correlation);
- the avoidance isn't compatible with the personality proneness to the competition in the conflict situation of the interpersonal interaction.

In the sampling of the senior schoolchildren from the multi-ethnic educational environment we can consider the most informative the positive ethnic identity of the personality. It demonstrates the biggest number of the correlations with other parameters of the behavior and personality. Such characteristics of the senior schoolchildren as the empathy and the proneness to the ethnic isolation gave also important information (drawing 2).



Drawing 2. Cross-correlation of the characteristics of the schoolchildren who study in the multi-ethnic environment

1 – proneness to conflict; 2 – trust; 3 – empathy; 4 – ethnic negilism; 5 – national fanaticism; 6 – ethnic isolation; 7 – ethnic indifference; 8 – positive ethnic identity; 9 – ethnic egoism; 10 – competition; 11 – adjustment; 12 – compromise; 13 – avoidance; 14 – cooperation.

Using the sampling of the senior schoolchildren from the multi-ethnic educational environment we have found the following correlations:

- between the positive ethnic identity and the proneness to cooperation (direct correlation), and also the disposition to the ethnic isolation and the proneness to conflict (inverse correlation);
- empathy and proneness of senior schoolchildren to cooperation (direct correlation) and ethnic isolation (inverse correlation);
- interpersonal trust and proneness for adjustment (direct correlation);
- compromise and avoidance (inverse correlation).

In the whole the sampling of the senior schoolchildren studying in the multi-ethnic environment in comparison with the senior schoolchildren from the mono-ethnic environment, we have found more statistically significant correlations between personal and behavior particularities. The development of the interpersonal interaction of the senior schoolchildren in multi-ethnic environment must be based upon the development of the essential characteristics of their personality and behavior in the considered context: the positive ethnic identity, empathy, interpersonal trust and skills of building the interpersonal interactions.

While organizing the experiment we based upon the results, received after theoretical analysis of the problem. The aim of this stage was the examination of the psy-



chological conditions of the development of the interpersonal relations of the senior schoolchildren in the multi-ethnic educational environment. To achieve the aims of the development of the interpersonal relations in the multi-ethnic educational environment we have created the program of the same name, including the three directions of the activity: enlightening, developing and training.

The enlightening direction of the program suggested the enlarging of the representations about the diversity of the mentality and subjects' behavior in the ethnic space. In this purpose we have created the cognitive special course of study «We are different but we have some common traits», giving the initial representations in the sphere of the ethnic psychology.

The developing direction of the program suggested the creation of the conditions for supporting their ethnic identity, including cognitive, emotional and behavior compounds. To realize this direction we created the practical course «My ethos in the multi-colors of the different cultures».

The training direction of the program was directed to form practical skills in order to create the interpersonal relations from the point of view of the empathy and trust, to choose the positive strategies of solving the conflict situations with the peers without their belonging to some ethnos. In order to fulfill this direction of the program we have created the training of the communicative success, which let to train the skills necessary for the interpersonal relations.

As the control indices of the efficiency of the program of the development of the interpersonal relations we used such parameters of the interpersonal relations as frequency, length and modality. The assessment was made before (stating cut) and after (control cut) of the main part of the work. It suggested:

- 1) self- assessment of their interpersonal relations by the senior schoolchildren;
- 2) their expert assessment from the point of view of teachers and psychologists, having the possibility to observe the behavior of the senior school children in different communicative situations.

The participation in the empirical sampling lasted during the school year.

After that we made the control cut – finding out the parameters, characterizing the interpersonal relations of the senior school children of the experimental and control samplings.

The comparison of the levels of the assessment of the parameters of the interpersonal relations, got at the stage of the stating and control cuts, let us reveal the growth of their meanings (table 1).

Table 1

**Comparative characteristics of the average parameters
of the interpersonal relations of the sample according to two cuts**

Cut	Self-assessment			Expert assesement			Average
	Frequency	Length	Modality	Frequency	Length	Modality	
Stating	3,6	2,9	4,6	3,4	2,7	4,7	3,05
Control	4,8	5,1	7,4	5,2	4,6	7,9	5,03
P<	0,05	0,01	0,01	0,05	0,05	0,01	



In accordance with received results, the biggest growth in the characteristics of the interpersonal relations of the senior school happened with the parameter «modality». These changes were noticed by the senior schoolchildren as well as the experts assessing their interrelations. The additional qualitative assessment of the occurring changes comes to the fact that the relations with the peers of the senior schoolchildren in the multi-ethnic educational environment became warmer, friendlier, and more positive. They started to show more understanding, readiness to help, to render assistance in educational issues as well as questions which aren't connected to the educational activity.

Our own observations allowed confirming, that the improvement of the socio-psychological micro-climate happened in our classes. The cooperative activity went out of the limits of this rather narrow circle of the peers. They started to demonstrate more activity in the interrelations with the peers, belonging to other ethnoses. They started to support more joint activities.

The changes according to the parameter «length» decreased a bit, it means that without the intervention of psychologist the insignificant decrease of the period of the senior school children's interpersonal interaction in the multi-ethnic educational environment was registered.

Thus carrying out the experiment let us establish that the development of the positive interpersonal relations of the senior school children in polycultural educational environment isn't satisfactory and requires the professional intervention of the psychologist. The schoolchildren having difficulties in relations with youths of other ethnoses – senior schoolchildren, should be involved in the specially organized program destined to their development. This development of the interpersonal relations must be integrated according to its contents and include the three basic blocks: development of the representations of the senior school children about the diversity of the mentality and behavior of the subjects in the ethnic space, their ethnic identity, and also the skills to come out in the interpersonal relations from the point of view of the empathy and trust, to choose the positive strategies of solving the conflict situations.

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THE YOUNG SCHOLARS

Yatsenko N.A.

Psychophysiological and psychological features of controllers of telecommunication networks in extreme conditions of professional activity

Psychophysiological and psychological features of 67 controllers of telecommunication companies (dispatchers and shift engineers) with different levels of professional progress are investigated. It is ascertained that the efficiency of professional activity of controllers of telecommunication networks in extreme situations is determined by a specific combination of lateral organization, typological characteristics of a person, sympathetic-parasympathetic mechanisms of regulation of a functional state and coping strategies with difficulties.

Key words: controllers of telecommunication networks, tolerance to stress, extreme conditions of professional activity, coping strategies.

The research is conducted within the framework of the analytical departmental special-purpose program «The Development of Scientific Potential of Higher School (2009–2010)», the project ROST-NICH-734.

Successfulness of functioning of automated control systems depends on reliability and efficiency of activity of controllers. It becomes especially actual if controllers work in various extreme conditions (air traffic controllers, railway transportation dispatchers, controllers of nuclear power plants, controllers of telecommunication networks and others). Mistakes in their work cause grave, sometimes tragic consequences when the result of their work and at times health and lives of many people depend on efficiency of decisions and successfulness of their actions. Therefore the study of psychophysiological features of a person-controller which can affect the results of his/her professional activity has an important theoretical and applied value.

A great number of researches of psychological and psychophysiological aspects of controllers in intensive and extreme situations of professional activity are devoted to studying adaptable potential of a person [1, 5]. Some researches are connected to studying features of functional states of professionals in extreme situations [3, 4]. The analysis of works of these researchers allows us to ascertain that a large role of functions of intellectual and emotional-volitional components is a characteristic feature for the work of controllers.

The activity of a controller has got a number of the features determined by the following tendencies of development of modern industry [11].



1. The number of objects (and their parameters) which should be operated are increasing with development of technical equipment. It complicates and raises a role of operations of planning and organizing work, controlling and managing industrial processes.

2. Remote control systems are developing. A person becomes more and more remote from controlled objects. He/she can conclude about their condition dynamics not relying on direct observation, but on the basis of signals' perception from the information display devices imitating the real industrial objects. Carrying out remote control, a person receives the required information in code (i.e. as readings of meters, indicators, measuring devices, etc.). It causes necessity of decoding and mental comparison of the received information with a condition of the real controlled object.

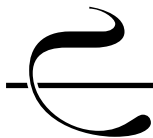
3. The increase of complexity and speed of development of industrial processes makes keen demands for accuracy of actions of controllers, and for the speed of their decision-making in management. The responsibility for performing actions is increasing extensively as a mistake of a controller even in the simplest action can break the work of the whole system. In this connection the problem of criteria of complexity of work of controllers is posed in a different way. The basic criterion becomes not physical aspect of work, but its neuropsychic intensity.

4. Under the circumstances of modern industry working conditions of a person are changing. For some kinds of work of a controller it is typical a restriction of motion activity which does not only appear in the general reduction of muscular work, but is also connected to preferred use of small groups of muscles [10]. Sometimes a controller should do the work under the circumstances of isolation from the habitual social environment, surrounded by devices and indicators. And if these devices are designed without taking into account psychophysiological features of the controller, or represent him/her the false and distorted information, then there is a situation which is figuratively called «a conflict» of a person with devices.

5. Increasing automation of productive processes demands a controller to be always ready for urgent actions. At normal behavior of a process the basic function of a controller is its checkup and supervision. When distortions emerge, the controller should sharply turn monotonous work under «operational rest» conditions to active, vigorous efforts focused on elimination of the emerged deviations. And at the same time he/she should process a plenty of information, take and implement a correct decision during a short period of time. It results in sensory, emotional and intellectual overstrains.

For such kind of controllers' work as an operator-supervisor (a dispatcher, a controller) information and conceptual models as well as processes of decision-making have a great importance [8]. The operator-supervisor can work in a postponed service mode. Such type of activity is mass for systems working in real time (operators of a radar station, dispatchers of various types of transport, controllers of telecommunication networks, etc.).

The analysis of activity of controllers of telecommunication networks carried out by us has shown that their work is tightly correlated with the following psychological components.



1. Perception of information (connected to waiting for a signal, a state of vigilance, readiness for reception of information, active information search).

2. Processing the information (problem-solving and decision-making of a different intellectual level, functioning of mechanisms of short-term memory).

3. Regulating actions.

The prominent feature of professional work of controllers of telecommunication networks consists in a wide and dynamic variety of professional situations: from a situation of waiting and readiness up to extreme emergency situations. The majority of researches of professional activity of controllers are connected to studying psychological aspects of self-control of functional state of controllers under extreme conditions [3, 7, 9]. The number of works studying the activity of controllers under monotonous and waiting conditions is much less [2].

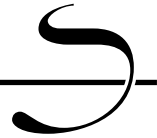
Meanwhile, in the modern scientific literature there are practically no researches studying influence psychophysiological and psychological features of controllers of telecommunication networks on their functional state during dynamics of their professional work which is characterized by the change of professional situations from waiting condition up to extreme emergency situations.

The urgency of research of psychophysiological features of controllers of telecommunication networks in extreme conditions is caused by the contradiction: on the one hand the expansion of the telecommunication services market demands creation of effective and reliable control systems made for psychological and psychophysiological resources of effective activity of the controllers in extreme situations, on the another hand there is no theoretical and applied basis of researches for the given profession. The problem of research of psychophysiological and psychological features of controllers of the telecommunication networks, influencing on their functional states in extreme conditions of their professional activity, is of interest not only for theorists, but also for practical experts, and even so the number of applied researches in this area is scant [6]. In this connection the problem of research of psychophysiological characteristics of a controller in dynamics of various professional situations is rather actual.

The purpose of the work is to study psychophysiological and psychological features of controllers of telecommunication networks in extreme conditions of their professional activity.

The object of research is 67 higher-educated controllers (dispatchers and shift engineers of operational management departments) of the telecommunication company «TransTeleCom-Kavkaz», aged from 25 till 42 years old.

Methodical techniques of research: «Diagnostics of a level of emotional burn-out by V.V. Boyko», «Test of a self-estimation of tolerance to stress by S. Kouhen and G. Villianson», «Technique of individual coping strategies (strategies of overcoming) determining by E. Hiem», «Questionnaire of formal-dynamic characteristics of personality (QFDCP) by V.M. Rusalov», «Questionnaire of characteristics of nervous system by Strelyau», «Technique of profile determining of lateral organization (PLO)» (computer version), technique «Choice of a side» by E.P. Torrens.



Parameters of successfulness of controllers have been diagnosed by means of the computer program which simulated standard operations of monitoring, detection, analysis and decision-making, which are inherited in the given type of controllers' activity. Examinees did a simple type of controllers' activity such as a technique «Shultz tables» (computer version) and a complex type of controllers' activity which included 10 different tasks: moving target tracking and complex sensomotor reaction in hindrances and information stress conditions; attention dividing in combination with cognitive tasks solving in conditions of dissimilar perceptual field and time pressure; percept-images discerning together with a complex sensomotor reaction of a choice, etc. If a controller made a mistake, they mechanically heard through headphones an audible warning signal with frequency of 1000 Hz, volume of 60 dB, which was estimated by them as loud and unpleasant and was considered as an additional hindrance, raising a degree of extremeness in a situation modelling professional work of controllers.

Successfulness of activity of controllers was estimated in accordance with a complex parameter of psychomotor characteristics: average reaction time and its variability, a number of mistakes in each task, and also general parameter of productivity and time of fulfillment of each task.

The estimation of a functional state of controllers was carried out in background and functional tests by means of recording of psychophysiological correlates of the functional state (FS): period of breathing, phasic component of galvanic skin response (by Tarkhanov), parameters of cardiac rate (CR) according to plethysmogram. The analysis of parameters of breathing, cardiac rate and galvanic skin response was carried out by artifact-free 5-minute sector of polygrammes. Amplitude and temporal parameters of cardiac rate were analyzed: a frequency of cardiac rate (FCR), a parameter of variability of cardiac rate (SDNN), an average length of RR intervals, an index of stress (IS). Such parameters of galvanic skin response as amplitude (A) and length (L) were analyzed. Polygraph detector «Polarg-M» was used for diagnostics of vegetative parameters.

Statistical data manipulation was conducted with help of standard methods of mathematical statistics using «STATISTICA 6.0» software package. MANOVA (multivariate analysis of variance), calculation of average values and the comparative analysis of differences of average values of researched variables by Mann-Whitney U-test were made. A degree and characteristics of correlations between variables were revealed by means of Spearman correlation test.

The following **conclusions** are drawn as a result of the carried out research.

1. All controllers of telecommunication networks displayed that cognitive tasks solving in conditions of dissimilar perceptual field and attention dividing in conditions of time pressure in the process of a quick change of a situation of waiting to an extreme emergency situation lead to a sharp decrease in productivity, increase in number of mistakes and reaction time. It allows us to consider the given conditions as extreme ones for the researched category of controllers.



2. It was shown that professionally successful controllers differed from their less successful colleagues with higher parameters of productivity, lesser time of sensorimotor reaction to the moving object, better attention dividing, higher ability for discernment and comparison of significant information in extreme conditions of professional activity.

Professionally successful controllers of telecommunication networks are characterized by a combination of an imbalance of nerve processes towards inhibition, an average degree of emotionality and speed in communicative sphere together with the well-defined predominance of right-side profile of lateral organization (the right hand, the right eye and the right ear), which indicates the domination of the left cerebral hemisphere. This group of controllers is characterized by high tolerance to stress in combination with preference for using adaptive emotional coping strategies in extreme emergency situations. The tolerance to stress of professionally successful controllers of telecommunication networks is interrelated with ill-defined emotionality in psychomotor sphere and preference for adaptive emotional coping strategies.

Highly successful controllers of mixed type of profile of lateral organization are characterized by a smaller degree of tension of regulatory systems, more balanced vegetative homeostasis in extreme emergency situations, and also tendency of using productive emotional coping strategies.

Frequency of cardiac rate and length of galvanic skin response are considerably less expressed in functional tests against background, and the level of parameters of variability of cardiac rate (SDNN), index of stress (IS) and amplitude of galvanic skin response is higher in professionally successful controllers of telecommunication networks preferring emotional productive coping strategies than in controllers resorting to rather adaptive and nonadaptive emotional coping strategies, which reflect the less tension of control mechanisms of the first ones.

Controllers of telecommunication networks of the average level of successfulness are characterized by a combination of high strength of the nervous system and imbalance towards excitation, high emotionality in intellectual sphere together with the ill-defined sensorimotor asymmetry and the average level of tolerance to stress.

The increase of frequency of cardiac rate of controllers of telecommunication networks of the average professional successfulness in an extreme situation is accompanied by decrease of parameter of respiratory arrhythmia (RMSSD) which is connected to the increase of a defense reflex, becoming of hyperadaptive reaction for data traffic and onset of fatigue. In an extreme situation the fulfilment of a complex activity by controllers of the average level of successfulness is accompanied by the increase of the number of mistakes and background spontaneous fluctuations of galvanic skin response which reflect becoming of hyperadaptive reaction and fatigue, and also a higher level of tension than their highly successful colleagues have.

3. It is proved that the primary factor influencing on the functional state of controllers is the necessity of fulfilment of a complex cognitive activity with a high level of responsibility in conditions of a quick change of a situation of waiting to an extreme situation.



It is detected an effect of interaction of psychophysiological factors (characteristics of nervous system and feature of functional interhemispheric asymmetry) influencing on dynamics of functional state of the controllers in extreme conditions. And during the change of a situation of waiting to an extreme emergency situation the capital contribution to the dynamics of functional state of highly successful controllers make psychological factors (tolerance to stress, coping strategies, formal-dynamic properties of personality), and psychophysiological factors (characteristics of nervous system, feature of functional interhemispheric asymmetry) of controllers of the average level of successfulness.

4. The influence of features of functional interhemispheric asymmetry on dynamics of functional state of controllers in a situation of waiting is mediated to a greater extent by psychological factors: a high level of tolerance to stress, the type of coping strategies, formed style of thinking; and in extreme conditions by psychophysiological factors: characteristics of nervous system, characteristics of temperament and features of sympathetic-parasympathetic mechanisms of regulation.

The practical value of the work consists in an opportunity of using the results received in the research for developing biotechnical complexes modelling controllers' activity, allowing us to monitor unfavorable mental and functional states of controllers in order to prevent intensive and stressful states and monotonia, to support the accuracy of controllers' activity, and to prevent them from inadmissible shifts of functional states.

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Zhdanko A.P.

The development of mediacompetence and linguadidactic communicative competence by means of video filming with elements of theatricalization

The article proves the current importance and effectiveness of video filming with elements of theatricalization as a means of the development of mediacompetence and linguadidactic communicative competence. The value of mediaeducation integrated in the foreign languages' teaching under the conditions of influence of civilization's technological achievements and modern means of communication (computer technologies, video, etc.) is underlined. The essence of philosophical theory which is the base for a possible analyses of the development of pupils' mediacompetence and linguadidactic communicative competence is revealed.

Key words: mediacompetence, mediaeducation, mediaculture.

The influence of civilization's technological achievements and modern means of communication (computer technologies, video, press, films, radio, television) on the development of the world linguistic landscape requires the enlargement of the functions of a foreign language as a school subject, and, as a result, the aims of studying foreign languages should be defined more precisely. The objective necessity in development of the models and technologies of including mediaeducation into the curricula of the modern school arises.

"Media education can be described as the process of the development of personality with the help of and on the material of media, aimed at the shaping of culture of interaction with media, the development of creative, communicative skills, critical thinking, perception, interpretation, analysis and evaluation of media texts, teaching different forms of self-expression using media technology" [7, p. 6].

Infrastructure of a modern society with its access to the variety of information and values gives an excellent opportunity for development of creative and mediacompetent personality.

Integration of the mediaeducation to educational sphere is encouraged at the international level. UNESCO with the support of the Council of Europe initiated an international conference which was held in Paris on the 21–22 of June in 2007. As a result 12 practical recommendations in the field of mediaeducation were developed [6, p. 3]. These recommendations can be applied to any level of education and coordination (local, national, regional, international) by all motivated officials.

According to our pedagogical experience, we consider that the connection between media education and foreign languages is very strong because they are united by the general idea – the idea of communication. Mediaeducation integrated to the teaching of foreign languages contributes to the development of mediacompetence and linguadidactic communicative competence of the pupils.



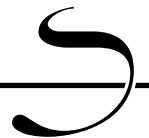
In such a case audiovisual art, and video filming with elements of theatricalization in particular, as an extremely strong means of impact on people of all ages is of great value. It creates a trustworthy atmosphere and spontaneous communication that means a lot in studying of foreign languages because it helps to get plunged into the linguistic environment, eliminate a language barrier, develop mediacompetence, get rid of formal approach, create a comfortable atmosphere on the lesson, increase pupils' motivation.

One of the theories according to which the analysis of modern mediapedagogical tendencies aimed at the development of means, conditions and mechanisms of self-determination, development of creativity, an effective teaching of foreign languages is possible is a philosophical theory of "dialogue of cultures" by V.S. Bibler and M.M. Bakhtin. A dialogue is an interaction. Forms of interaction represent different types of interactive relationships, such as, for example, a dialogue of nations, a dialogue of a teacher with his pupils, a dialogue of a person with technics, a dialogue of an author with spectators or readers. Only due to the interaction, "dialogue of cultures" self-realization of cultures as well as a person is possible.

Mediacompetence contributes to "dialogue of cultures" and as a result to self-realization of a person. This effect is doubled when mediacompetence is integrated to the studying of English language. Teaching of mediacompetence and foreign languages is based on communicative and interactive approaches. In our opinion, video filming with elements of theatricalization helps to apply these approaches to the last degree. We agree with N.F. Khilko who points out that "technics' culture is a part of personal and technological transformations where the productive development of a personality provided a value indicated activity is emphasized" [5, p. 26].

Application of theatrical elements is methodologically correct. Teaching and acting have a lot in common. A dialogue of a teacher with his pupils as well as an actor with spectators should be maintained. The process of teaching – is not just a transmission of knowledge, it's a two-way communication where "a teacher like a director during the repetitions should obtain an ability of producing vivid, emotional impact on pupils, a teacher should organize a studying process in such a way that pupils could apprehend him" [1, p. 5]. Theatre allows to expand the boundaries of real existence and live in "suggested circumstances". Space of the lesson's topic and space of a mediatext are examples of such "suggested circumstances". Principles of interactivity and person-oriented education are realized by means of the theatre. Use of theatrical elements allows to distinguish and develop pupils' talents, gives an opportunity to develop a creative personality of a teacher and his pupils, helps to understand better the other culture and plunge into the linguistic environment.

English language is a bridge connecting different cultures. It's necessary to know and understand the cultures in order to maintain a productive dialogue between representatives of different cultures. We agree with M.M. Bakhtin who believed that understanding should be creative, cultures should enrich each other. "A foreign culture reveals itself in full measure only in the presence of the other culture ... a dialogue



starts between them, it helps to overcome isolation of the cultures. There is no merging of the cultures during such a dialogue, they just enrich each other" [2, p. 334]. Language is a reflection of the culture, it's a powerful source of its structure: "In real functioning in history language and culture are inseparable: it's impossible for a language (in a full sense of the word) to exist without being plunged into the context of the culture, as well as it's impossible for a culture to exist without language" [3, p. 486].

Language as well as audiovisual art are sign systems. People create their own polysemantic language by means of signs. Audiovisual perception is an interactive process. Y.N. Usov mentioned that understanding of visual information is a result of defining of meanings (meanings of words or shots), their combination in a new concept (word combinations, shot combinations) and defining the attitude towards them [4, p. 33].

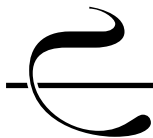
In teaching English language dialogue of cultures can be effectively implemented by means of watching screen versions, plays and creating own videoproducts with theatrical elements in English language. Such mediaproducts can be analyzed by russian pupils as well by native speakers.

Thus, video filming with elements of theatricalization, combining theatrical and media arts put communicative and interactive approaches into practice to the most degree. Principles of interactiveness and person-oriented education are realized by means of the theatre. It's also allows to live in "suggested circumstances" such as space of the lesson's topic and space of a mediatext.

With a person-centered orientation mediaculture contributes to a productive development of a personality. Theatre, films, music, literary works as forms of existence of cultural values are powerful means of impact on a personality, moreover they help to plunge pupils into the linguistic environment.

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Dzuba E.A.

Internal differentiation as the factor of making students' individual study plans

Education process based on using individual study plans acquires the attribute of internal differentiation as self-regulation of the student's learning and becomes an integral part of his or her professional development. There is no "estrangement from the information", as a traditional regulation of education always accustoms a future professional to waiting for instructions from outside and to demanding provided decisions, but a choice, on the contrary, makes the ability to orient oneself in the flow of information, to take one's own independent decisions. This is important for a person's adaptation in different life situations, this prepares him or her for an active search for an individual professional way, develops one's adaptation abilities, one's own unique individuality, the ability to self-actualization in the process of the life and professional choice.

Key Words: value and semantic sphere of the personality, variation component of the education process, differentiation and individualization in the education process, individual study plans, internal differentiation.

A humanistic orientation of the reforms of a modern Russian education as the feature of the time is clearly understood by all public and state institutions. Modern native psychological pedagogical theories and ideas (A.G. Asmolov, S.L. Bratchenko, D.B. Bogoyavlenskaya, V.P. Zinchenko, D.A. Leontyev, V.I. Slobodchikov, V.A. Petrovskiy, D.I. Feldshteyn) give preference to educational goals directed to value development of the growing generation. Meanwhile, in recent years there is a serious contradiction between educational goals oriented to personal values as a development priority and existing methods and means of the education humanization in a real practice of teaching situation. "The state must originate the system that allows to find talented people; the system of choosing talented people and providing them with a career "lift" is our weak point, as in contrast to other countries we have few situations when a person was found, discovered at school, and then for some time he or she is directed and helped at the university and later at first steps in science" (D.A. Medvedev).

It is obvious that most reforms of higher education (a switch to a two-tier system of education, new education standards) affect formally organizational components of education, change students' training trajectory. These innovations are sure to influence the peculiarities of future specialists' training, for the success of the planned reorganizations it is necessary to develop process improvement components that will change not only the number of class hours but also a student's academic and professional motivation which will induce the person at the starting stage to look for the course of life that corresponds to his personal potential. In some authoritative psychological pedagogical works they say just not about education humanization but, first of all, about the necessity to purposefully form sense-of-life orientations under conditions



of humanistic reorganizations of social setting, to establish conditions for the development of cultural and moral values in (A.A. Derkach, I.V. Dubrovina, D.I. Feldshteyn).

One of technologies of the personal motivation actualization is the technology of specialists' training based on individual study plans, which is considered as the technology allowing to individualize education process when integrating various components of professional training and giving a student the opportunity to acquire a specific specialization which is different from an average uniform standard. Today such unique specialists are especially in-demand at the modern labour market, these very graduates have more opportunities to realize their potential, to correctly choose a future profession and receive good job proposals (E.Y. Volodin, V.B. Lebedintsev, L.N. Mazaeva, G.K. Selevko, N.N. Surtaeva, A.P. Tryapitsyna, A.V. Khutorskoy).

However, nowadays in pedagogical and psychological works there is not an integral model of realizing individual study plans as an integral process of education individualization at different stages in a higher educational establishment.

There is a contradiction between a real demand of the labour market in exclusive specialists and fragmentary individualization in students' training, which exists either as particular classes or elective courses. Individual study plans must be understood as technologies bringing education process of future specialists' training to the level of sense self-regulation though sense formation and sense revealing by students themselves.

On the one hand all graduates have a unified (equal to everyone) training. Many specializations offered by different faculties assume that graduates have quite identical preparation and can't give unique (specific) services to the labour market. On the other hand the labour market is overcrowded with the specialists of similar skills profile while in real situations specialists with a "particular" specialization are in-demand.

The problem of our work, described in the article, was to develop students' individual study plans as an integral didactic technology of specialists' training in higher educational establishments in order to increase the academic motivation of students of different professional orientation and to train specialists professionally oriented to the demands of the labour market.

There were several stages of the research.

1. Preliminary (tentative) stage (2007–2008). It included:

- the review of psychological pedagogical materials on differentiation and individualization of education process at comprehensive school and university;
- preliminary questionnaire of students, revealing their understanding and attitude towards individual study plans, organizing groups working under experimental (28 students) and control (188 students) conditions;
- correcting and working out the system of individualized task, elective courses in the framework of the specialization, new programs in accordance with the priorities of individual study plans oriented to the development of students' sense sphere under the conditions of the training directed to internal differentiation;
- diagnostics of the development of sense sphere of the students who took part in the experiment (preliminary characteristic of sense development).



2. Reproductive stage (2008–2009):

- realizing education process with the elements of internal differentiation, oriented to personal sense development of students;
- teaching courses, the content, methods and forms of which are isomorphically formed in accordance with realized objectives of the research;
- monitoring the experimental work;
- diagnostics in revealing changes in the sense sphere of students (sense dynamics) of control and experimental groups.

3. Correcting stage (2009):

- analyzing obtained results of intermediary diagnostics;
- comparing obtained intermediary results with forecasting ones, their correlation to the theoretical conception of the research;
- analytical and correctional work in improving the programs with experimental content and plans, introducing necessary changes and additions;
- intermediary questionnaire surveys of the respondents, dealing with their satisfaction with the done work, analyzing unforeseen and spin-off results, finding additional research directions.

4. Resumptive (summary) stage (2010):

- conducting final examinations and comparing obtained results with initial and intermediary ones;
- finding peculiarities and dynamics of personal sense development of students using individual study plans with the elements of internal differentiation;
- comparing results obtained in experimental and control groups in sense, cognitive, intellectual and creative characteristics;
- working out further directions of practical application of the of the experimental work's results dealing with the stated problem;
- holding a final workshop for the participants of the experiment to popularize the conception in a mass experience of the university teachers.

Analyzing the results of diagnostic and experimental parts of the research, comparing the peculiarities of value and sense formations of the students with various professional orientations (psychologists, conflict scientists, philologists, economists), students with different educational programs (students graduating with Bachelor degrees studying on unified educational programs; students graduating with Specialist Diplomas, who have the opportunity to choose their specialization and elective courses; students whose choice is oriented to an integrated specialization, studying special courses at other faculties) allowed to reveal and describe the following:

- the peculiarities of forming individual study plans of students essentially depend on the peculiarities of their sense sphere, as the student's sense sphere (from primary personal senses to higher senses forming the basis of sense-of-life conception of any person during the period of professional self-determination) turns out to be the very highest authority which subordinates his other life manifesta-



- tions to itself, defines the direction and inclination in forming professional priorities as the component of a sense-of-life strategy of the personality;
- the peculiarities of the content of a variation component of education process of a modern university, giving every particular student the choice of those activities and thinking work, which correspond to his/her individual developmental level, general orientation, interests, predilections and professional orientation;
 - internal differentiation is viewed with reference to organizing education process at the university and supposes not only modifying the content of the material, the pace of training, group changes in accordance with the students' initiations, but also the choice and studying those subjects and courses which are taught at other faculties within the framework of specialists' training in other curricula. For the first time professional specialization of students is understood from the viewpoint of monospecialization, polyspecialization and metaspecialization.
 - the possibilities of realizing individual study plans through internal differentiation in education process, using sense formations of the personality as its main factor providing the choice and preferences of the students in a variation situation;
 - when education process is built through proving the learned content with an individual value (the sense is generated only by individual consciousness), then it brings the university education to a more effective level which influences life and cultural wealth of the molding personality, it helps to bridge the gap between theoretical training and practical demand, it corresponds to the demands of the labour market to a great extent;
 - a didactic pattern of realizing individual study plans on the basis of internal differentiation in a real education process at different levels: *operational* (at the level of choosing in the process of the class or studying a specific subject); *tactical* (at the level of choosing the pace of training, difficulty level of the subject, elective courses); *strategic* (at the level of the orientation of education process to the forecasting component of sense-of-life conception of students, at the level of choosing professionally oriented courses and receiving an integrated specialization);
 - hierarchic interdependence of the levels of internal differentiation in education process, their influence on each other, interacceptability and intertransitions. A motivation-sense component of psychological mechanism of realizing variation in internal differentiation of the university education process was revealed.

Adaptation, variation of behaviour, the possibility to make a choice in this or that situation, which to a great extent corresponds to value orientations of the student thanks to internal differentiation become his/her personal characteristic and oppose to stereotyping and commonality in specialists' training.

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**Slinko A.E.**

Psychological features of perception of social advertising at the younger juvenile age

The perception of social advertising occurs through the mechanism of interaction between a teenager and social advertising at a personal level and depends on features of value-sense sphere of perceiving teenagers. Younger teenagers with a different level of development of value-sense sphere have different features of perception and strategies of an estimation of products of social advertising which are not reduced to understanding, but are based on the conscious acceptance of the senses broadcasting through the given directed influence.

Key words: *a sense sphere of a person, levels of value-sense development of a person, life-sense strategies, social advertising, strategies of perception of social advertising.*

The modern Russian society is in process of active transformation and needs a scientific substantiation of technologies of the directed influence on life-sense orientations of the younger generation with the purpose of forming personal attitudes focused on values, advanced by the society and the state as positive and socially encouraged. Tending to provide both a social order of the society and the personal balance, the society and social institutes use the help of new communicative channels which are taking on special significance.

As such a technology it is possible to consider social advertising as a form of a public reflection possessing ample opportunities of spreading spiritual, aesthetic, moral and social values. It has a wide transforming potential as a technology of approving public ideology, overcoming social destructions and stereotypes. Social advertising is not only assigned to draw attention to a problem: it appeals for solving the problem, and gives variants of its solution (Germogenova L.Ju., Granovsky L.G., Polukarov V.L., Dakoro M.A., Kovaleva A.V., Nikolaishvili G.G., Piskunova M.I., Potapova U.Ju., Uchenova V.V., Staryh N.V.). However, analyzing the problem of development of social advertising in domestic practice, it is necessary to admit that it is not always given a proper attention, and the potential of its influence on forming value orientations in the society is implemented extremely weakly. «An important problem is also the lack of complex scientific researches of social advertising. In this connection at the present stage we deal with the diffused conceptual framework, the lack of a complete analysis of tendencies of development and scientifically proved rules and recommendations for creation of effective social advertising» (Dmitriev L.M.). Researches connected to an estimation of influence of social advertising on the world outlook attitudes of the younger generation are extremely few in number, but it is exactly the teen age when those values which subsequently determine features of value-sense sphere of a person are forming, and social advertising can become one of the factors of public influence on forming value priorities of a child. The perception of advertising by teenagers



differs from its perception by adult people. Age differences appear in teenagers' more tolerant attitude to it, and also in a greater degree of confidence and attention to advertising production and in particular these features should be taken into account when social advertising companies are being planned.

The younger juvenile age is a special target group for the directed influence of social advertising as in particular at this stage of development the value-sense attitudes are being formed which determine self-centrations, group-centrations and pro-social centrations as base constituents of a person (Bozhovich L.I., Galperin P. Ja., Davydov V.V., Dubrovina I.V., Zankov L.V., Elkonin D.B., Feldshtein D.I.). The sense sphere of younger teenagers is characterized by processes of forming of world outlook and active will, one's own senses and personal values, becoming of the system of sense regulation. It means that by the age of 10–13 a person starts reaching a new level of sense self-control which basis is an opportunity of covering the world as a whole in the person's comprehension. The person gains its own independent opinion, an aspiration to take vital decisions independently and to bear the responsibility for their realizations. The sense values are crystallizing and structuring in the person's consciousness.

The arisen contradiction between the real need of the society for searching methods of the directed influence on forming values at the juvenile age (and social advertising, certainly, is such a technology) and the lack of works in psychology and pedagogics which are connected to development and functioning of social advertising addressed to younger teenagers as a target group has caused the problem of the research. The results of the research are shortly presented in the article.

The research has passed several stages.

Preliminary stage (2008) – the theoretical presuppositions of the research were studied and analyzed with the purpose of monitoring the readiness of the problem; the basic theoretical concepts of the research worked out; methods and techniques of studying sense-creation of younger teenagers were determined.

The diagnostic stage (2009) – the empirical research and gathering diagnostic material were carried out.

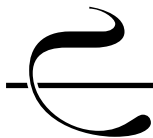
The final stage (2010) – generalization and interpretation of the received data were carried out; recommendations were formulated for teachers and psychologists of comprehensive schools and systems of further education; the dissertation was arranged.

The following groups of methods were used in the work:

- Psychometric techniques focused on revealing of value-sense features of younger teenagers: «Value orientations» (O.I. Motkov modified by T.A. Ognev), «Determining a person's orientation» (B. Bass), «Self-portrait» (R. Berns), «Technique of free descriptions» (D.A. Leontiev); «Method of psychosemantic scaling»;
- The projective questionnaire and the structured interview for revealing features of cognitive motivation, levels of awareness and features of value-sense acceptance of social advertising. The data were processed with using elements of the content analysis;



- Diagnostic sets of advertising materials for revealing influencing qualities of the social appeals focused on features of perception of younger teenagers at a significant personal level.
- As a result of the diagnostic data analysis of the following peculiarities have been discovered:
 - It was found out that there were no researches of features of perception of advertising by different age groups in modern psychological and sociocultural works on the problem of efficiency of advertising influences;
 - The analysis of references allowed us to reveal that the differentiation of perception of advertising was most often considered at the level of a social stratification of the society, gender and cultural traditions, a location of advertising while the age aspect of perception was mostly beyond the focus of attention of psychological, sociological and cultural studies scholars;
 - The personal characteristics influencing on features of acceptance of advertising at the level of a sense value, communicative efficiency of advertising at different stages of advertising actions (discernment, memorizing, involving) were revealed and characterized;
 - Specificity of social advertising, its tasks, typologies were described; specificity of development of domestic social advertising, a state of the social advertising market as a directed channel of transmitting values which are positively posed by the society and the state as positive were characterized;
 - Advertising means and social advertising transmitters focused on younger teenagers as a target group were revealed and described; they are magazines, the outdoor advertising, printed (polygraphic) advertising, thematic exhibitions;
 - Psychological requirements for forming diagnostic breadboards of social advertising transmitters for the estimation of value-sense acceptance at different age stages of development of a person were proved, criteria for selection of social advertising transmitters focused on the age features of younger teenagers were worked out;
 - Peculiarities of influence of value-sense attitudes of younger teenagers on features of perception of social advertising were shown. Social advertising challenging sense-creation put a pupil into a position when that sense trace which had remained from previous experience of acceptance of values transformed from the potential form into actual, conscious and verbal one;
 - The programme of an estimation of influencing qualities of the social appeals to younger teenagers as a factor of initiation of attitudes at value-sense level was offered;
 - The features of perception of social advertising by younger teenagers were classified depending on the level of development of their value-sense structures. Strategies of sense-creation were ascertained. The following ones were typical for the given age group: analytical, synthetic, analytical-synthetic and emotional-estimating.
- Analytical strategy** – younger teenagers attract their attention to details, nuances, episodes. On the basis of this perceived information they create a configuration



of the perceived integral object. At the heart of this strategy there are such features of sense-creation as intrapersonal (acceptance of oneself, openness to the internal experiences, self-understanding, responsible freedom, integrity, dynamism). The way of description is analytical dividing a subject into details.

The prevalence of motivation directed inwards means that cognitive activity in itself is of great importance for younger teenagers. External positive motives have the greater value than external negative motives.

Synthetic strategy – younger teenagers perceive the given subject as a whole not noticing any details. Such children adhere to this position to everything they perceive. Only in this way younger teenagers can understand a sense of anything, a plot and information included in the given object or subject. At the heart of this strategy there are such features of sense-creation as interpersonal criteria (acceptance of others, understanding of others, socialization, creative adaptability). They are distinguished in the first place.

Analytical-synthetic strategy – younger teenagers have combined criteria. The given category of children equally unites characteristics of two previous strategies. Constructive definitions of the perceived object and subject (a relative positioning of elements, a material, etc.) are mainly used.

Emotional-estimating strategy – younger teenagers frankly state the value of the subject. The emotional-estimating attitude is become actual (they can clearly tell if they like it or not). The emotional component is the basis of forming psychosemantic or visual image. This category of younger teenagers passes through their emotional sphere everything they perceived in social advertising. And this is their strategy of introducing external contents into their inner life. Figurative descriptions are met, but do not prevail. They prefer estimating judgements, and in the first place they aspire to express their attitude to the social appeal included in advertising.

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Miroshnichenko A.V.

Transformation of sense sphere of successful young men with different level of Internet dependence

The article covers the problem of ambivalence of transformations under Information and Communication technologies influence regarding the ways of mental development – positive or negative. It considers the aspects of psychological investigation of INFO-culture in this country, its implementation, principle stages and development of Information technologies. The problems of importance and risks of IT usage are raised as well as the level of a person's readiness to the current changes in this field.

Key words: *axiological sense sphere of a person, self-actualization, INFO-culture, deformation of values, information technologies, ways of deformation influence decreasing.*

The period of 2008–2010 has become an important stage in forming the elements of information-oriented society. The Strategy for the development of the above mentioned society in Russia for the period until 2015 has been adopted. Its putting into practice, according to Mr. Putin's statement, should become one of the primary further development national projects. They also set up the information-oriented Development Council in the Russian Federation. It's headed by the President of Russia – Mr. Medvedev. At the seating of the State Council of the Russian Federation and the Executive Council on the development of information-oriented society the President appealed to the elaboration of common approaches to get the new qualitative level of information society development. Mr. Medvedev suggested "estimating the regional agencies work efficiency according to the degree of IT usage. The information revolution going on in the whole world will be continuing and we should become the part of this process".

However there exist negative factors in the process of informatization of the society. We witness the deformation of values among people using IT. Sometimes information technologies substitute people's vital activity. Despite of such risks information technologies and contemporary society are inseparable things. Undoubtedly, information technologies enrich human life, accelerate and simplify lots of processes. But at some stage they start breaking people's values, distracting from achieving their aims. It's important to find some appropriate way of implementing information technologies in educational process, to define the category of people mostly subject to transformation in case of high efficiency of educational process and upbringing of an intelligent person.

It's necessary to find some balance between positive and negative consequences of IT influence on real and potential users. According to J. Babaeva and A.E. Voyskunskiy, there exist potentially negative transformations of a person under the influence of Information and Communication technologies: computer games addiction, hacking as the result of great interest to high tech, unusual dependence on the Internet, autism (unsociability and taciturnity, inattention to other people, absence of interest



towards them, misunderstanding of their actions, feelings, motives), dyssynchrony in their development (for example, people's intellectual sphere can outgrow the degree of their interaction (so called "social intelligence") and vice versa. There is an opinion that Information and Communication technologies are ambivalent regarding mental development ways – positive or negative. Consequently they can't influence these or other transformations.

The majority of investigations in modern Psychology are devoted to information technologies influence on psychophysiological characteristics (Voyskunskiy A.E., Gordeeva A.V., Titova S.V.), cognitive ones (Ashanin V.S., Filenko L.V., Maksimov V.I., Kachaev S.V., Robert L. Solso) and behavioral features (Baluev D.G., Bondarenko T.A., Enikolopov S.E., Kolobov O.A.). On the other hand, there are very few works devoted to deformation in the axiological sense sphere of a person. The researches carried out in this field mostly focus the attention on the ultra forms of dependence (Yu.D. Babaeva, A.E. Voyskunskiy). However, the problem of personal aptitude to IT dependence is also very important from psychological point of view. Who runs the risk? Which sense life strategies mostly lead a person to addictive behavior? Is it possible to keep from undesirable personal deformations through psychological and didactic support? These issues aroused the interest to the research problem. The results of the investigation are described in the given article.

Modern Russian sense theory, general theory of axiological sense sphere of a person lie within methodological and theoretical framework. General theory of axiological sense sphere of a person was investigated by such authors as A.V. Zaporozhez, A.G. Zdravomyslov, B.C. Muchina, VA. Serebryakova, D.I. Fel'dshhteyn, M.S. Yanizkiy. They state that the role of axiological sense sphere in a person's life lies in the fact that it gives some stability to person's behaviour and lets a person adapt to the changing living conditions (L.I. Anzyferova, F.E. Vasilyuk, Yu.A. Vasil'eva, G.V. Zalevskiy, D.A. Leont'ev and al.). Moreover the peculiarities of axiological sense sphere of a person play a crucial part in a reality situation. The latter is characterized by the frustration of a person's main needs and risks of actualization of the main human values (B.C. Bratus', I.A. Kudryavzev, V.P. Larichev, M.Sh. Magomed-Eminov, D.V. Ol'shanskiy, V.V. Yakovlev and al.). The IT influence on the society and on the personality was studied by A.E. Voyskunskiy, N.A. Nosov, V.V. Petuchov, Yu.M. Kuznezova, N.V. Chudova and al.

The topicality of the studied problem, its poor development and the needs of psychological practice which requires the realization of the peculiarities of life-sense strategies transformation in terms of IT dependence determined the aim of the investigation. The paper is aimed at discovering and correcting the transformation of the sense sphere of young men with different life-sense strategies in IT environment.

A few groups of methods of the analysis and diagnostics facilitated practical fulfillment of the goals and objectives. The first group included comparative analysis of the ideas and concepts as well as questionnaire survey. The second group was presented by standardized psychometric diagnostics: questionnaires on IT usage, on revealing the computer dependence, tests "System of values", "Life-sense orientation"



(D.A. Leont'ev), "Influence on person's viewpoint and motivation", "Realization of life goals" and "Mechanisms of psychological defense".

For computer data processing standard statistical technology and programs such as «Microsoft Excel SP3» and «Statistika – 6.0» were used; for revealing exact correlations and mathematical prediction the program "Mathlab" was used. The third group of research methods includes educational experiment. It was applied to test psychological training aimed at changing some personal characteristics called as "axiological and sense sphere deformation points".

Successful young men of different life-sense strategies (somatic, academic, prosocial), namely – sportsmen (boxing, kickboxing – 110 persons), students of nonscience (86 persons) and technological (102 persons) qualifications, young members of political parties (153 persons) aged 21–23 years (451 persons) participated in diagnostic and experimental part of the research.

The experiment was carried out in Southern federal university, municipal educational institution "Fighting gloves", brothers Samurgashevs' sports club etc.

The research work lasted 2 years and consisted of four stages.

Basic methodological issues were formulated at the first stage (theoretical). They served as the basis for empiric studying the problem.

We were especially interested in the general idea of modern psychology about axiological and sense sphere of a person and the questions of computer dependence.

The aim of scientific research, its hypotheses and objectives were formulated at the plan making stage; the empiric data were gathered.

The third stage – psychognostic – involved the respondents examining on the parameters offered.

The fourth stage – ascertaining- assumed generalization of the received results, revealing personal characteristics and defining "risk group" transformation of axiological sphere under the influence of dependence. The conclusion was made, the theses for the defense were formulated, the intervention program was developed.

The conclusion drawn.

1. The axiological and sense sphere is considered to be the core element of culture. It expresses the specific mental outlook giving the way to achieve the life goals of mankind. Situational senses prevail in axiological and sense sphere of young men. They appear as the result of the events going on in people's lives within a short period of time. Primitive idea on human activity is peculiar to dependent young men imagination. Personal discreteness is typical for them.

2. Social and personal values provide for orientation in real life. A person needs these values to define common goals and ways of behavior significant for him. The values are presented as the main characteristics of young men's consciousness and behavior. The respondents attitude to values can be presented at a consciousness level, however it influences the system of interaction between man and nature.

3. Young men's life-sense strategies are under the influence of value system. They can serve as the basis for the defining risk groups with different degree of IT dependen-



dence. Young men who refer to a risk group are subject to the influence of social stereotypes as the “consciousness marks” produced by the environment and ways of behavior in different situations. They appear as the result of the conflict between values groups.

4. The developed program lets to reduce deformations of the sense sphere by means of the development of communication skills and empathic abilities. The result of such development leads to harmonious relations between social environment and a personality.

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