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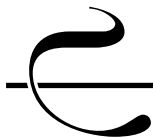
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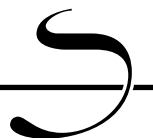
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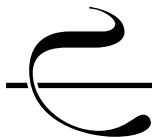
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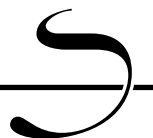
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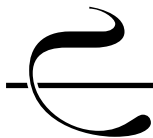
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PSYCHOLOGY OF CREATION

Abrauhova V.V.

Developing a creative orientation as a factor of becoming and personal growing of a child in educational environment of an institution of additional education

In the article the theoretical analysis of phenomena of creativity and a creative orientation of a person is carried out. The urgency and necessity of development of conceptual approaches to forming a creative orientation is proved. The author's model of forming a creative orientation of a person on the basis of age-related, system and creative approaches to activity in municipal space of a city is submitted.

Keywords: *a creative orientation, creativity, creative activity, an orientation of a person, pedagogics of creativity.*

Changes in the society life make new demands to educational institutions of all kinds and types. The process of development of a child in the system of additional education is closely connected to processes of forming a creative orientation of the person.

Let's address to category of "creativity". In cultural science creativity is considered as one of kinds of activity of a person transforming the natural and social world according to needs of the person. In psychology creativity is studied as a psychological process of creating new and as a totality of properties of the person providing his/her involvement in this process. «Creativity is an ability to be surprised and to learn, a skill to find a solution in non-standard situations. It is aiming at opening new and an ability for deep comprehension of once own experience» (E. Fromm).

In modern domestic psychology creativity is submitted as a basis of the mechanism of development of mentality (Y.A. Ponomarev, A.M. Matyushkin, I.N. Semenov, N.V. Kipiani, etc.), and its researches are connected with laws of thinking (P.S. Altshuller, A.G. Vinogradov, O.K. Tikhomirov, N.G. Alekseev, S.M. Bernstein, V.N. Pushkin). Aspects of creative development of children and teenagers are mentioned in works of L.S. Vygotzky, V.V. Davydov, P.Y. Galperin, A.V. Zaporozhets, L.I. Bozhovich, D.B. Bogoyavlenskaya, A.A. Bodalev, I.S. Kon, N.D. Levitov, A.N. Leontiev, V.N. Myasishchev, V.A. Petrovsky, S.L. Rubinstein, V.A. Slastenin, B.M. Teplov, D.B. Elkonin, D.I. Feldstein and other scientists. In their works the essence of becoming of a creative person, which is determined by a congruent requirement for creativity and creative self-realization, is revealed.

V.A. Sukhomlinsky's activity had an outstanding significance for destinies of humanistic education and pedagogics of creativity. "Children should live in the world of beauty, games, fairy tales, music, picture, fantasy, creativity", he wrote in his book



"I give my heart to children". He initiated a development of ideas of "pedagogics of collaboration" which is widely developed in modern domestic pedagogics.

Abroad researches of creative basis of a person are carried out in the context of creativity as a special trend of a psychological science. G. Anderson, D. Atkinson, J. Gettels, B. Gizelin, M.P. Griffin, J. Gilford, I. Hassard, P.V. Jackson, A. von Prondchinski, G. Murray, M.J. Stein, R.D. Strenberg and other scientists have devoted their researches to it.

Creativity comes from Latin "creatio" that means creation; from English "creation" that means creation, making, production; from French "creation" that means creation, constructive endeavour, work; and from German "Kreatur" that is creation.

Creativity is a totality of those features of mentality which provide a productive transformation in activity of the person [6].

With the help of a category of creativity a searching-transforming, productive attitude of a person to conditions of his/her life are distinguished which differs from stereotypic and reproductive ones. Such notion includes two moments: psychological and gnoseological. From the first point of view creativity abstracts features of passing of a searching-transforming activity of a person. The gnoseology investigates conditions of origin and "nature" of creativity.

The metaphysical concept of antiquity considers creativity as an "obsession" of a person in achievement of a superior "clever" world [8].

Plato defined creativity as "everything that causes transition from nonexistence into existence" [11, p. 115].

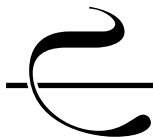
Medieval thinkers identified creativity with supernatural displays, with an act of the Divine will [4].

In Renaissance a personality of an artist, his/her ability to transform the world during creative contemplation were brought to the foreground. The definition of creativity as an activity "under laws of beauty" just belongs to this period [17, p. 130-165].

Kant defines creativity as a unity of conscious and unconscious activity [9].

Representatives of a materialistic school of existentialism considered a personality as a bearer of the creative source which they understood as an existence (from Latin "exsistentia" that is "being"; from a verb "exsisto" that means "to leave", i.e. a "break" to freedom. Representatives of an idealistic school connected invention, an ability to solve the task which arose in a certain situation with creativity.

In modern Russian pedagogics a great deal of research works is devoted to various aspects of creative development of children. Questions of co-creation of children and adults are investigated by I.P. Ivanov, G.S. Markin; questions of teachers' training for organizing creative upbringing activity are studied by A.E. Mozhar, V.G. Maksimov, N.M. Yakovleva, L.K. Veretennikova, S.V. Evtushenko. Investigations of V.E. Alekseev, P.N. Andrianov, N.S. Bogoliubov, N.A. Vetlugina, I.A. Zimnyaya, Ju.F. Kathanova, S.A. Novoselov, P.I. Pidkassisty, M.N. Povolyaeva, V.G. Razumovsky, G.S. Rigina, Ju.S. Stolyarov, N.M. Sokol'nikova, E.A. Flerina, A.B. Shchedro, B.P. Yusov and other scientists are devoted to problems of development of particular kinds of creative activity of children. Creative activity was examined in thesis works of S.V. Evtushenko, T.P. Shcherbakova, O.P. Medvedeva, T.I. Rudoy.



I.P. Kaloshina offers an analysis of structure of a normative creative activity and its mechanisms (5, p. 168).

D.B. Bogoyavlenskaya examines creativity through the system of various units, one of which is intellectual activity (a measure of initiative and unity of affect and intelligence).

How to form or organize upbringing of creativity? A reference point is considered a creative imagination.

Imagination is an advanced patrimonial human ability allowing the person to transform real things into an image or idea.

In order to be a searching-productive ability imagination should be specially brought up and developed, but not according to stereotyped patterns, and in an active interaction products of advanced cultural imagination.

L.S. Vygotsky suggested presenting a complete circle of creative activity of imagination as a way of elements taken from reality, which inside the person, in his/her thinking "were exposed to a complex processing» and turned into products of imagination. At last having been embodied, they again returned to the reality, but as a new active force changing this reality [3].

V.P. Kozlenko presented stages of optimization of the process of creativity:

- 1) a need of a child in a searching-transforming activity;
- 2) an individual approach and an analysis of motivational features;
- 3) a maintenance of constant interest in the content of creative work;
- 4) forming a social-positive motivation;
- 5) development steady interests and needs for their creative realization in pupils [6].

In the context of our research the backbone characteristic of a person is his/her orientation.

B.F. Lomov considers that the orientation "acts as an incentive system determining selectivity of attitudes to the activity of the person" [7, p. 11].

S.L. Rubinstein, L.I. Bozhovich, V.E. Chudnovsky investigated the concept of "orientation of a person" in their works.

L.I. Bozhovich distinguished the following types of orientation: public, business and personal. Motives of self-affirmation, well-being, and personal success dominate under the personal orientation. If motives of helping others, knowledge, creativity predominate it corresponds to the public and business orientations.

Addressing to the concept of orientation, T.A. Florenskaya means a spiritual orientation. The spiritual orientation is the main reference point of life activity of a person, determines the character of his/her relations between people.

In pedagogics, psychology, sociology a value orientation of a person as a display of sense-creative activity is investigated by A.A. Volochkov, E.G. Ermolenko; a social-psychological orientation of a person is studied by A.D. Donika, L.M. Medvedev; an emotional orientation of a person is considered by O.N. Dotsenko; a professional orientation is examined by E.F. Jashchenko.



Institutions of additional education have got a huge potential for forming a creative orientation of a person since preschool age, primary school age, juvenile age up to the choice of profession and building the course of life by a growing person. Changes in the society's life make new demands to educational institutions of all kinds and types. The social order to the modern education focuses on solving sharp social problems concerning the organization of life activity of rising generation. In this connection additional education today outgrows subsidiary-developing sphere and becomes a significant factor of self-determination and self-realization of a person that quite corresponds to a new educational paradigm.

Today institutions of additional education make an important contribution to development of a child's personality as a subject of target-setting and target implementation on the basis of expansion of educational space, increase of sources of the necessary information, giving an opportunity to assimilate intersubject and universal knowledge and skills. It becomes possible due to that fact that at each step of the basic education additional education offers its supporting module starting from features of development of a person in conditions of the certain age period:

- at the stage of preschool education it is a preschool training;
- at the stage of elementary education it is help in taking a position of a pupil, inclusion in different educational communities;
- at the stage of basic general education (secondary education) it is a support of self-determination of a person: broadening a spectrum of significant problems in various fields of activity and gaining experience of their solutions;
- at the stage of full general education (high education) it is a support of pupils in their professional self-determination, supplying with preprofessional training.

A teacher is at the sources of personal self-realization of a child. The teacher's professional skill is based on high professional-pedagogical competence and closely cooperates with a creative orientation of the personality of the child.

In the system of institution of additional education mission of a teacher is not in bringing children to results known beforehand, but in a skill and readiness to pass the "way" of knowledge at the level of personal growth together with them. In this case not only the level of professional skill is increasing, but also the opportunity of gaining new personal senses (self-actualization, self-realization, and personalization) is opening.

In educational space of the Palace just for each child there is an educational path which gives him/her huge opportunities for self-realization. Teachers implement models of educational-research activity in the educational sphere, which make teachers of additional education turn from the mode of teaching of ready-made truths to the mode of organizing a joint search with pupils.

In this connection development of conceptual approaches to forming a creative orientation becomes a command of time. It is necessary to provide teachers with necessary required techniques.

Teachers-psychologists supervising structural divisions of the institution make a creative spirit in the educational environment. They form the system of "communica-



tive education” based on collective creative activity that transforms educational process in the institution into a kaleidoscope of creative works. Orientation to creativity, absence of a strong regulation of lessons, taking into consideration bents of children, establishing situations of success for them are the components of a microclimate cultivated in the creative environment of the Palace of creativity.

Today one of strategic guiding lines of innovative activity of the Palace of creativity of children and youth of Rostov-on-Don is an expansion of a spectrum of directions of experts’ training, creation of conditions for forming a creative orientation and increasing a skill level of teachers.

In the institution it is developed a model of the general technology of vocational training based on actualization of a personal orientation of all interconnected content-rich activity-oriented components of educational system of institution. It includes:

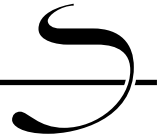
- vocational training (seminars and practical trainings; refresher courses; professional practice of students of teacher’s training college and college of culture; work of creative laboratories: “Interinstitutional interaction as a condition of becoming of a social maturity of a person”, “Steps of skill”, “Designing of social-pedagogical activity”; club “Young teacher”);
- scientific-research activity of pupils (Don Academy of Sciences of Young Researchers – DASYSR);
- organizational forms of management and pedagogical monitoring;
- interinstitutional interaction and collaboration;
- a project approach to activity (project “Young scientists”, international camp “Hope”, “School-DASYR-SFedU”, “School of an intellectual history”, Internet-projects, Internet academic competitions).

Today a system construct of experimental activity of the institution, a variant of organizing of full-time–correspondence courses of “teacher-researcher’s school”, is created together with Federal State Institution “Federal Institute of Development of Education” (Moscow) as a refresher training centre, based on the conception of development of the institution for the teaching staff of the Palace of creativity.

We aspire to construct mechanisms of interaction and integration of pedagogical science and educational practice which facilitate dynamical, productive, practice-oriented development of the institution. During long years the Palace of creativity has been a centre for organizing educational practice for students of psychology faculty of Southern Federal University, Rostov college of culture and others.

Maintenance of clear succession and integration between tradition and innovations in the field of education, and creation of conditions for developing a creative orientation of subjects of educational process are of fundamental importance. The specificity of their activity provides enthusiasm, success, self-realization, and social recognition. And the need for creativity does not die away as a result of satiation, but intensifies inducing to creative activity.

L.S. Vygotsky wrote “Education should be organized in such a way that a child was not brought up, but the child brought up himself/herself”. In our opinion, it is only



possible in the context of a creative collaboration of children and adults and pedagogics of creativity based on motivation that is on a constant impulse to purposeful creative activity.

It is necessary to consider upbringing of children in creative activity as forming a certain orientation of the person, becoming a unique individuality which realizes in culture and develops culture.

"... In order to one person beneficially influences on another person, introduce creativity into your life!" wrote V.A. Sukhomlinsky who initiated development of starting points of pedagogics of creativity which is a special area of the pedagogical theory and practice. In the focus of its attention there is a search of deep-laid mechanisms of forming a creative orientation of children, starting from the interests of a person and society, working out scientific foundations of creativity, and their embodiment in specific techniques and technologies.

In 2009-2010 academic year at the Palace of creativity of children and youth of Rostov-on-Don with the purpose of forming uniform approaches of teachers of additional education to organizing an educational process in conditions of purposefully organized creative activity originated from pedagogics of creativity the refresher course called "Creative activity as a factor of socialization of children and youth" for teachers of additional education have been organized in the context of experimental activity together with Federal State Institution "Federal Institute of Development of Education".

Within the framework of the given course seminars and practical training have been organized, round tables and the masterclasses have been carried out. The subjects of the given masterclasses have been determined by necessity of revealing technologies of support of creative activity which ensure the process of socialization of a child in municipal educational space.

During the given work scientists, teachers, psychologists have submitted technologies of involving children in creative activity; have considered sides of the system of forming a creative orientation of a person which provide youth with mastering perspective types of thinking: project, problem-focused, aimed at expansion of horizons of knowledge, communication, creativity, and professional self-determination; have determined motives and approaches to organizing the system of revealing and supporting gifted youth under conditions of purposefully-organized creative activity.

In the institution technological support of organizing creative activity is provided with sense-creative, informational-communicative, research, personal-developmental technologies, technologies of pedagogical support, organization of cultural practice, social project planning, etc.

Immersion of a child in the process of activity during the lessons of children's unions of the Palace of creativity assumes:

- realization of the creative approach to activity;
- orientation toward the age of the child;
- introduction of the system of becoming complicated tasks with elements of searching own independent solutions;



- accessibility, simplicity, expressiveness of the material and use of visual methods;
- use of problem tasks and methodical techniques of emotional influence;
- forming abilities of pupils for improvisation;
- comprehension of senses and recognition of achievements (competitions, exhibitions, games, shows, festivals).

The mechanism of creative realization of a child can be submitted in the following logic sequence: from perception – to reproduction – to reproduction in creativity. In the given logic a child is given an opportunity of self-realization in activity. It is also predicted the trajectory of growth and development in process of knowledge, communication, solving significant problems, achieving success, interest in extension of creativity. So social experience of pupils is being enriched, and their subject, frequently leading, position is being formed.

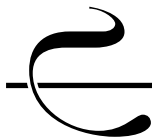
In accordance with the united opinion of children, teachers and parents, the efficiency of used technologies is proved with that fact that today pupils of the Palace of creativity are mastering decision-making, aspiring to approach the process of their professional becoming and career. They are charmed with the predicted prospects of the future.

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Pishik V.I.

The typology of mentality of the Soviet and Post-Soviet generations

The research of types of mentality of the Soviet, transitive and Post-Soviet generations are presented. The typology sights of mentality and methodical approaches to it are analyzed. The results of the research of the valuable bases, social directions, representations about the I, features of relations and types of mentality of the Soviet, Post-Soviet and transitive generations are considered.

Keywords: *mentality, mentality transformation, types of mentality, the Soviet, transitive and Post-Soviet generations, traditional, innovative mentalities.*

Problem statement

In the modern progressive world when the loss of social guidelines of the development of young generation is observed, there is an acute problem of generational dissociation. Therefore the most urgently needed are the comparative researches of types of mentality of generations in a changing society. The problem of typology of mentality has been reflected in early foreign researches of F. Brodel, F. Graus, Z. Djubi, L. Levi-Brul [5, 7, see on 20], But concerned mainly stable structural elements of mentality and the description of changes of artifacts in past cultures. In modern domestic (K.A. Abulhanova, G.V. Akopov, G.M. Andreeva, A.V. Brushlinsky, I.G. Dubov, B.A. Dushkov, Z.I. Levin, T.V. Ivanova, V.F. Petrenko, V.E. Semenov, V.A. Shkuratov, etc.) and foreign researches (J. V.Berri, P.R. Dassen, M.H. Sigal, A.H. Purtingi, G.K. Triandis, D. Fild, etc.) are studied mentality structure, but there is no common opinion what to carry to its elements, it shows the influence of conservative elements of mentality on formation of its types, but to a lesser degree its dynamic elements.

The given problem has defined the purpose of our research – to reveal and compare the types of mentality presented in the Soviet, transitive and Post-Soviet generations. Thus we define mentality as difficult system which is integrated by religious, ethnic and social systems of a society. The basis of mentality is coordination of the dominating, material fixed systems of significances, senses and values of the image of the world of the generation, shown in its vital world.

Typology of mentality

There is a stratum of the works devoted to typology of mentality. The sensual and ideational (P.A. Sorokin) [15], ethnic (M.I. Volovikova, R.A. Dodonov, N.M. Lebedev, L.G. Pochebut, E.N. Reznikov, A.N. Tatarko) [1], urban, provincial (G.V. Akopov, T.V. Ivano-



va) [8], political (V.F. Petrenko) [10], polymentality (V.E. Semenov) [14], construct, secluded, convergent (V.I. Tjupa) [17], preliterate, written and media mentality (V.A. Shkuratov) [18]. In the concept of three mental stages of V.A. Shkuratov [18] mentality is defined as «human measurement of historical macro weights or human activity, objectified in cultural monuments» [19, p. 59]. At the heart of change of mental stages lies the ways of thinking changes, features of communications. Preliterate mentality of a primitive society which is based on mystical thinking and direct communication. Written mentality assumes coexistence of irrational and rational thinking of subjects. The process of communication is regulated by communicators. Media mentality is characterized by the communication mediated by transmitting terminal. The given approach considers mentality widely without its attachment to a certain society [20].

From the concept of polymentality of V.E. Semenov [13, 14], supposing that there is a big variety of mentalities in culture. V.E. Semenov defines mentality as historically developed group long-term unity (alloy) of conscious and unconscious values, norms, installations in them cognitive, emotional and behavioral expression of certain levels of population [13]. He allocated collectivistic -social, West capitalistic, orthodox, criminal- maffia-controlled and mosaic-conformist mentality in Russia. In his opinion they are supported by cultural-historical sociopsychological realities and facts. In our opinion the author has most approached a question of communication in a social situation of the development of levels of population and mentality.

The next typologies of mentalities cover the following phenomena, in which mentality is represented: consciousness, perception, interpretation, identification, valuable orientations, installations, ways of thinking and communication, social representations, strategy and character of interaction of collective subjects. Two poles of mentality in P.A. Sorokin [15] were transformed in multilateral typologies in other authors. We suppose that it must be two initial poles, those are – traditions as the form of social inheritance, communication and an innovation as «the form of a deviation, non-conformist» (S. Moskvich), and others are as their continuations. Thus, the basis of contrasts lies in S. Moskvich influence process as actions and counteractions [16].

In our typology of mentality the criteria of distinctions were parameters of the I-concept, significances of an image of the world, values of a way of life, a discourse [11]. Their combination has defined traditional, transitive, innovative and postinnovative mentalities. The name «traditional mentality» was accepted by analogy with confirmed in cross-cultural psychology by the name of «traditional culture». In traditional culture the transfer of traditions, well-established experience of the way of life is passed on generations on direct transmission. «Innovative mentality» as opposed to traditional is innovative culture in which the transmission of tradition is already “indirect” and tradition is leveled. The tradition is multiplied, stops to be definite and homogeneous in the period of innovations. Transitive and post innovative mentality is transitive types of mentality. During various epochs these types of mentality have various substantial filling. Based on the previous researches, it is possible to suppose that today we observe a transitive epoch in an orientation of transformations of mentality from collectivism to individualism.



The methodical bases of research of types of mentality

The various methodical bases are presented in works [1, 2, 3, 8, 9, 10, 13, 17, 19]. The “Annales” School in the beginning of XX century offered their methods of historic-cultural reconstruction of mentality of last epochs [4, 5, 7], developed by modern writers [3, 19].

G.M. Andreeva, G.G. Diligensky, T.G. Stefanenko, etc., recreate «psychological character» of big social groups [2], investigating customs, manners, activity products, language, social representations, applying methods of ethnography, sociology, linguistics, history. The similar methodical bases for carrying out of socially-psychological research of big groups suggest imposing by G.V. Akopov, T.V. Ivanova [8]. The writers allocate mentalities of different levels of subjectivity. Proceeding from this, they suggest to compare different mentalities of one subjectivity level (horizontal cuts).

The following possible methodical basis is application of psychosemantic methods (E.JU. Artemyev, V.F. Petrenko) [10].

Nowadays the solution of a problem of a mentality affirmed psychosocial, typological and cross-cultural approach (K.A. Abulhanova, A.L. Zhuravlyov, M.I. Volovikova, 2005) [1, 12]. The psychosocial approach is based on the mental phenomena on social and mental levels, thus they are considered in all their difficult interrelation and relations, as system, multidimensional formations. K.A. Abulhanova represents the typological approach as a procedural way of its construction when the next stage suggests the set of methodological and theoretical questions. It suggests two strategy of the research of integrity of mentality: from within – partial research of its components and from without – comparative research of mentality of other societies [1]. V.E.Semenov by means of mass polls defines a part of this or that type of mentality among the population [14]. G.L. Voronin has presented a writer’s technique of measurement of mentality [6]. As the primary empirical data estimated reactions of respondents on aphorisms, maxims, proverbs. It is the sociological approach in research.

The basis of methodical problem in studying of mentality is that the phenomenon of mentality is complicated and studied mainly its separate making (installations, values, representations), its separate phenomena. But the system integrity of mentality is lost.

Empirical facts

There was a research conducted in Rostov-on-Don, Salsk (June 2006 – May 2007). The empirical base of research was presented by the big social groups differentiated concerning significant social-cultural event – reorganization during the course the social order, pattern of ownership were changed. The sampling was represented by following groups of generations: Post-Soviet 1990-95 of a birth (750 people); transitive 1980-85, 1960-65 (745 people) and Soviet 1940-1945 (740 people). The Post-Soviet generation born after reorganization- is basic, experimental group. The Soviet and transitive generations born on border between two epoch – control group.

The following methodical instrument was applied: the Technique of cultural-valuable differential (G.U. Soldatova, I.M. Kuznetsov, S.V. Ryzhova); the Scale of measurement of social installations (G.K. Triandis, 1995), the test of twenty statements



(M. Kun, T. MakPartland); the Technique of research of representation of the person about itself and other people (T. Liri, 2005); the Technique of research of various kinds of tolerance (M.S. Zhamkochjan, V.S. Magun, M.M. Magura, 2000); the Technique of diagnostics of characteristics of generations' mentality (V.I. Pishchik, 2006). By us it has been revealed that at transitive generations in cultural-valuable differential presented horizontal individualism with parameters: hearfulness, dissociation, independence, individualism, mistrust to the power, traditionalism, a collectivism, willfulness, love of freedom, anarchy, coldness, rivalry, propensity to risk ($p < 0,05$). In group of the Soviet generations is revealed a construct of the horizontal collectivism, characterized by: mutual assistance, fidelity to traditions, an openness, tendency in the past and in the future, warmth, discipline and respect of the power ($p < 0,05$). Measurement of social installations (G.K. Triandisa's scale), has shown that in group of transitive and Soviet generations the installations focused on a collectivism, and in group of Post-Soviet generations on individualism.

Representations about the "I" were studied. It is revealed that the majority of statements: 35 % at transitive generations and 40 % at the Soviet generations – possess signs of interdependence from group (social answers on G.K. Triandisu). Ethnic and religious representations are less presented in them. The conclusion about domination of social up system of mentalities. In group of Post-Soviet generations there are 60 % of statements independent of group. It follows from this that representations about the "I" in group of the Soviet and transitive generations of a collectivist orientation, and in group of Post-Soviet generations – an individualistic orientation ($p < 0,05$).

Tolerance/intolerance degree in relations between generations is defined. Ethnic tolerance in transitive generations has got the lowest points. Above an average has received tolerance to complexity and uncertainty of world around. Mean points has received tolerance to different views, tolerance of deviation from the standard norms and non authoritarianism. In group of the Soviet generations low points have been received on tolerance of deviation from the standard norms. Very low tolerance is revealed to different views and non authoritarianism. Mean points have been received on ethnic tolerance. Above an average points on tolerance to complexity and uncertainty of world around are got. As a whole the results of measurement of kinds of tolerance in group of transitive and Soviet generations, significantly differ ($a < 0,05$). That can indirectly be their precondition intolerance relations. By results of T. Liri's method the transitive generation in relations is characterized by authoritativeness, obstinacy, incomppliance and coldness in relations that confirms results of research of their cultural-valuable differential. Representatives of the Soviet generation are more exacting, self-confident, more sympathetic, and obstinate.

As a result of application of an writer's method, it has been revealed that in group of transitive generations innovative mentality is found out in 47 %, transitive in 27 % and traditional in 23 % of the person, post innovative in 3 %. In group of the Soviet generation the majority has traditional mentality. Thus, the deviation from traditions in the environment of young generation is observed.



As a result of research it has been revealed that at the Soviet generations prevails traditional mentality with following socially-psychological characteristics: interdependent representations about the "I", collectivist values, an orientation on social stabilization, prevalence of conformism in relations, discursive homogeneity. At Post-Soviet generations prevails innovative mentality with following socially-psychological characteristics: independent representations about the "I", individualistic values, with an orientation on social changes, discursive heterogeneity.

Thus, we had been spent comparison of components of mentality of Post-Soviet generations of Southern region in Russia and the Soviet generations. As a result the Soviet generation has the traditional type of mentality, and at Post-Soviet generations – innovative type of mentality.

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Militsa E.E.

Transformation of models of interaction of a doctor and a patient

The problem of interaction of a doctor and a patient within the framework of medical practice since the time of becoming of medicine as a science up to the present stage of development of the patient-centered approach is considered in given article.

Keywords: *interaction of a doctor and a patient.*

Beginnings of medical knowledge go from remote ages. Since the most ancient times the vulnerability of a person in the face of nature and own feebleness led to attempts to cope with fear of illnesses and death by means of mystical ideas. The profession of a doctor was formed in ancient Egypt and neighbouring states about 3 thousand years ago. Magic was the main component of healing, and also an integral part of care and nursing of patients: mystical ceremonies, incantations, spells and suggestions formed the basis of a temple medicine. Activity of ancient doctors was confined to an increasing degree within restoration of external and visible dysfunctions of a human organism.

In the V BC Greeks managed to get up medicine from position of minister of religion up to the level of the major state discipline. Hippocrates, the great reformer of antique medicine, refused mystical, religious justifications of physical abnormalities and sufferings of a human body in many respects, laid the foundation for development of medical system which was based on the empirical-rationalistic approach. At that particular time based on naturalistic observation and practical experience, there was a forming of basic medical canons, as especially professional, as ethical-deontological ones. «The Oath of a doctor» created by Hippocrates put health and well-being of a sick person higher than personal interests of representatives of the medical occupation, and their class and status belonging. During many centuries this oath has been a starting point of a professional ethics of a doctor and has been sworn by graduates of medical educational institutions. To present day it remains an outstanding monument of humanism.

In days of Ancient Rome Galen spoke about identity of medicine and philosophy. In the Hellenistic epoch philosophizing meant a dialogue with people who were devoted into secrets of the universe and human nature. Such a dialogue with the philosopher-doctor frequently took a psychotherapeutic character: the philosopher became a confessor – a doctor of a soul. The need in such doctors was always great, as fear, anxiety and stressful states are eternal problems of mankind, accompanying



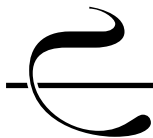
organic diseases and quite often acting as their reason.

After the decline of Roman Empire scholastic traditions of medieval medicine dominated everywhere in Europe. Doctors were only allowed to practise medicine after graduating from medical faculties. They kept control of medical knowledge, which was inaccessible to strangers, used a special terminology and Latin for writing prescriptions. A doctor vested with authority was in a higher rank and established a monopoly for medical knowledge and the right of exclusive independence of judgments, regarding patients as ignorant helpless babies.

Events of the French Revolution initiated development of an empirical science and put an end to the era of a confinement of incurable patients, and also mentally ill people. The developing medicine of the XIXth century considered separate symptoms of a disease as unique indicators of a specific pathology. Such an approach demanded from a doctor system anatomic and clinical knowledge for diagnostics of diseases, keeping a patient in a dependent condition from an expert opinion of the doctor. Such interaction supposing a leading role of a doctor and a passive role of a patient was forming a paternalistic model of relations in a dyad of doctor-patient [1].

In the beginning of the XXth century, since the time of occurrence of the first psychoanalytical theories in psychology, within the framework of various psychotherapeutic schools forming of concepts about the personality of a patient began. The major driving force of various schools of psychotherapy became the requirement to treat a patient as a personality, to recognize his/her individuality, and uniqueness. As a central determinant of effective therapy it was considered a character of «psychotherapist-patient»'s relations instead of psychotherapeutic techniques and skills of the therapist. The idea of interaction came to take the place of idea of influence of a psychotherapist on a client and was an incentive for criticism of biomedical views of leading clinicians according to which a patient was considered as an object of medical manipulations without taking into account subjective experiences. In the 50s of the XXth century M. Balint made an attempt to unite medicine and psychoanalysis. Considering an illness as a phenomenon simultaneously determined by biological and psychosocial reasons, he noted the dynamic nature of unique emotional relations in the doctor-patient system and introduced «a doctor as a medicine» concept, emphasizing a crucial importance of personal features of the doctor as the subject of the dialogue in a therapeutic process.

In the 60-70s there was a formation of bioethics – a form of medical ethics which basic moral principle is the principle of respect of rights and dignities of a person. Robert Vich, an American doctor-bioethicist, distinguished 4 models of interrelations of a doctor and a patient: technological, paternalistic, contract and collective ones. According to the technological model a doctor acts as a biotechnologist, remaining personally aloof in conformity with traditions of classical scientific character leveling subjectivity in research of any object. The paternalistic model provides an investment of a doctor with an absolute measure of responsibility and the authoritative right of decision-making concerning the health of a patient. The contract model consists in a



regulation of interrelations of a doctor and a patient with the help of a contract about mutual respect of rights and duties of each other. The collective model establishes relations of partnership and equality in the doctor-patient dyad [2].

For the last 20 years in medicine a heightened interest to the concept of «patient» has been generated – a centered approach which grows out of reorientation of public health service from the biomedical model of health to bio-psycho-social model. «The new medical paradigm» transforms a patient from a passive object of researches into an active participant of a medical process, and establishes the degree of confidence and consent between a doctor and a patient, awareness of the patient and his/her consciousness in decision-making as determinants of successful treatment and satisfaction of the patient.

The practice shows that paternalism cannot be completely excluded from the dialogue with a patient. However, a transition to market relations in medicine, which have added interrelations of a doctor and a patient with such concepts as a maker and a consumer of medical services, inevitably causes changes in the field of their social interaction. The standard of the modern doctor is not only a skilled specialist, but also a subject of the dialogue who are endowed with an aggregate of social abilities and personal characteristics, allowing their bearer to provide a high degree of individuality of the service according to requirements of the consumer.

Thus, transformation of models of interaction of a doctor and a patient demands perfecting the competence of medical staff in the sphere of communication and promotes mutual satisfaction of participants of a medical process.

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Moshkina U.N.

Psychological particularities of the development of the high school students' representations about jealousy

The article underlines the problem of the researches in the frame of the family psychology and especially of the conjugal jealousy. It gives the results of the empirical studies of the psychological particularities of forming representations of the conjugal jealousy of the high school students. According to the formation of the representations about the matrimonial jealousy high school students are divided into the three groups: students with well-formed, diffusive and illusive representations about jealousy.

Keywords: family, conjugal jealousy, representations about conjugal jealousy.

The family psychology is one of the most important spheres of the psychological research dedicated to the personality and the subject of the activity. The personality is formed and developed in the family context, that's why the problem of the internal family interaction is transformed into psychological and pedagogical phenomenon, the need of the studies of this phenomenon doesn't only demonstrate itself in the social psychology but in the personality psychology and in the pedagogical psychology.

The practice shows that the internal family relations are realized in the different forms, including– at the first sight the negative displays of the jealousy. However the jealousy as the object of the psychological research can be not only the way to find out negative tendencies in the internal family relations, but the resource of forming the positive experience of the future spouses. The problem of the representations about jealousy as the determinant of the conjugal relations is at the interfaces between the different directions of the psychological science research.

The matrimonial relations have lately been under rather intent scientific consideration. The questions which were under consideration in a number of the works are: предбрачных relations (Bourlachouk L.F., Korostileva L.A., Shneider L.B., Satir B. And others), factors (Eidemiller E.G., Ustitskis V.V., Urkovich N.A., Finebourg Z.) and mechanisms (Golod I.S., Obosov N.N., Kharchev A.G., Satir V., Wile G.) of the building of the married life, they have found the different types of the matrimonial relations (Androukh G.P., Kratochkvil S., Krishtal V.V., Seiguer L., Shneider L.B.), the psychological causes of their disorders are established (Obosov N.N., Obosova A.N.) and etc. Some approaches have been already created to the consideration of the matrimonial jealousy in the problem field of the family psychology (Vassilieva O.S., Koutter P., Linchevskii E.E., Terentiev E.I.). However it is unclear what are the psychological prerequisites which make the jealousy exist in the matrimonial relations. Particularly, we don't know, what role the representations of the jealousy and their correlations with the display of this phenomenon play in the matrimonial relations.

On the other hand, the role of the psychological representations about the man's life activity in the works of the contemporary authors is described (Goudova N.V., Zhou-barkin S.V., Levchenko A.V., Matsouk M.A.). In some researches they discover the particularities of the representations about some aspects of the family and matrimonial



relations. For instance, A.M. Prikhozhan studied the representations of the adolescents and young people about their future family life. N.G. Aristova shows the significance of the youth's pre-marital age, sex relations and their consequences. L.S. Alekseeva explained the role of the representations about the partner in the development of the matrimonial relations. In this context the interest is attracted to the studies of the representations about the jealousy as the determinant of the matrimonial relations. Starting from this, we designated the aim of our study– to study the psychological particularities of the students' representations of the matrimonial jealousy. 250 people took part in the research carried out in SFU. The main hypothesis of the research: students' representations of the matrimonial jealousy are the subjective forms of their knowledge about the different aspects of building the matrimonial relations.

During the research we have used the following methods: personal questionnaire of V.M. Melnikov and L.T. Yampolskii, the methods of the value orientations by M. Rovich, questionnaire of the basic cultural values of S. Shvarts, schale- self-assessment of the reactive and personal anxiety of Ch.D. Spilbergand U.L. Khanin.

In our research we have realized recital and formative stages of the experiment.

The recital stage of the experiment according to the empirical tasks was directed towards the current students' representations about the matrimonial jealousy, the particularities of its influence upon relations and the characteristics of its subjective and objective factors. In the frame of this stage of the experiment we first of all reveal the contents and structure of the students' representations about the matrimonial jealousy. Furthermore the found particularities of the students' representations are compared, they differ according to a number of the objective and subjective parameters.

The formative stage of the experiment suggested the studies of the particularities of changing the students' representations about the matrimonial jealousy in the conditions of the specially organized learning and developing impact. In order to study the students' representations about jealousy we have used a special impact, including learning and developing effects.

During the research we have received the results, which let us to make the following conclusions:

1. The students' representations about jealousy are subjective expressions of their awareness about the essence of the jealousy, bases of their appearance, states and perspectives of the development of the matrimonial relations, filled with jealousy.

2. The students' representations about matrimonial jealousy are poly- determined by objective and subjective factors. The objective factors of the development of the students' representations about the matrimonial jealousy are sex, matrimonial life experience and the experience of the observation of the jealousy in the parents' relations. The subjective factors of the development of the students' representations about matrimonial jealousy are the particularities of the particularities of their emotional and value spheres.

3. The development of the students' representations about conjugal jealousy is characterized by the awareness about causes and consequences of the jealousy in the spouses' relations and reinforcing the cause and effect links between these structural



components. According to the state of high school students' representations about the matrimonial jealousy can be differentiated into the three groups: students with the well-formed, diffusive and illusive representations about the jealousy.

4. The students without well-formed representations of the jealousy less or more specifically register that jealousy is always accompanied by certain disorders in the communication sphere of the spouses: personal anxiety arises, the level of the personal trust is decreased, and there are conflicts. If the heart-to heart talk passes with high level of the conflicts and aggressiveness, then the inability to use and find the productive strategies of the behavior in the conflict comes to their drawing in and final destruction of the matrimonial relations.

5. The formation of the students' representations about the matrimonial jealousy gives positive results in the sphere of the matrimonial relations, if they are based upon the enlargement of the knowledge in the field of the family life psychology and the interpersonal relations in combination with the development of the qualities, contributing to the development of the harmonic conjugal relations.

6. The formation of the students' representations about the matrimonial jealousy at the basis of the specially created complex program, providing the knowledge about theoretical and practical aspects of building conjugal relations, decreases the possibility of the jealousy display in the students' real life.

Reviewing the results of our research, let's point out, that it represents only one possible variant of the studies of the large field of the jealousy problematic, in whole, and matrimonial jealousy, in particular. The selected aspect of study of the subjective reflexion about the matrimonial jealousy in the students' representations let us receive the psychological data, how the jealousy is formed at the primary period of the youth, when he only acquires the independence and has the opportunity to build his own matrimonial relations. It is obvious that the work in this field can be continued in this direction using some other research approaches, other research methods and methodic, other sampling and etc.

We'd like to underline that the results presented in our work, can be used as the basis of the theoretical and empirical studies for carrying out the further research in order to reveal the particularities of the matrimonial jealousy. The special method of the semantic differential created by us and directed to finding out psychological structures of the jealousy representations is of considerable importance.

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Choubova E.P.

Senior school children's representations about engineering activity

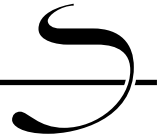
The article analyses the problems of the professional education and engineering activity. The results of the empirical four –staged research dedicated to the development of the representations of senior school children representations about engineering education are presented.

Keywords: professional education, professional choice, engineering activity.

The Russian society hasn't been only exposed to social and economic transformations. The significant changes have happened in the content orientations of the educational strategies. The changes have lately been made in the preparation of the specialists in the field of the humanistic, natural and technical sciences. In the connection with the appearing economic growth there is a need in the preparation of the competent specialists of the technical and engineering professions. This vital need has caused the reorientation of the future university entrants from humanities into the technical and engineering specialties. Taking into consideration all the above mentioned, one of the pressing problems of psychological science and practice is the development of the adequate representations of the senior school children about the engineering education, able to play the role of the basis of their professional choice.

The problem of the professional education forms one of the most studied layers in psychological and pedagogical science. Their studies are connected with the different aspects of the man's human orientation and are regarded in the context of the professional self-determination (Golovakha E.I., Klimov E.A., Prizhnikov N.C., Povarenkov U.P., Khomenko N.V., Chistikova S.N. and etc), professional growth (Borissova E.M., Kou-drivtsev T.V., Lednev V.S. and others) and development (Asmolov A.G., Dontsov A.I., Kossov B.B., Kotova I.B., Feldshtein D.I., Shianov E.N. and others). At present we have distinguished the different determinants of the professional choice – objective and subjective (Klimov E.A., Prizhnikov N.S., Stoliarenko L.D.). The particular role is played by the professional orientation which represents the system of the emotional and value relations, making the person choose one of the professional activities (Mitina L.M., Brendakova I.V., Vachkov I.V. and etc.).

The studies of the engineering activity as the object of the professional preferences is a little investigated field of psychological sciences. The process of the professional training and professional suitability of the engineer are more studied (Tatoushkina M.K., Rostounov A.T.), structure of the engineer's technical intelligence (Zakharova V.P.), socio-psychological problems of the engineering activity (Chou-gounova E.S., Chiker V.A., Yadov V.A., Pougach E.I.), questions of the professional training of the engineer – teacher (Zeer E.F.), psychological resources of the engineering training (Gabdreev R.V.), particularities of the development of the self-attitude among



engineers and technical workers (Panteleev S.R.), dynamics of the professional characteristics of the engineer in the process of acquiring the professional skills (Vodnikov V.A.) are being reviewed. Some researchers have studied the professionally important skills for engineers, among them – K.K. Platonov, V.D. Schadrinov, V.A. Yadov, K.U. Baicharov, T.A. Maiboroda and other researchers. What kinds of the qualities of the young people encourage the professional choice in the favor of the engineering activity, are still out off the field of the close attention of the psychological and pedagogical science.

The perspective exists in finding correlations between the pointed out preferences and representations of the senior schoolchildren about the engineering education. The works in this direction became possible after handling the problem of the representations in the research of the national and foreign scientists (Agueev V.S., Bodalev A.A., Petrenko V.F., Popova I.M., Smirnov S.D., Shikhirev P.N., Durkgeim E., Moskovichi S. and others).

The practical need and insufficient theoretical background made this problem urgent, and we used it as a basis of our research.

The aim of the study: to find out the conditions of the development of the representations about engineering education among senior school children.

The research was carried out at the basis of secondary schools Rostov-on-Don and several towns of Rostov region (Shakhty, Zernograd, Salsk). The sampling was made from the senior schoolchildren – pupils of 10 and 11 forms of the secondary schools in total 210 people. The average age of the senior schoolchildren, respondents included into the sampling, is 16,8.

The main hypothesis of the study: representations about the professional engineering education, reflecting the particularities of the senior school children's positioning in the engineering, they play the role of the psychological conditions of their readiness to the corresponding professional choice.

While carrying out our study we used the following methods: «Differential and diagnostic questionnaire» by E.A. Klimova, «Questionnaire of the professional preferences» in G. Golland modification, «Value orientations» by M. Rokich.

The study was carried out from 2006 up to 2010 and included the following stages:

1. Preparation stage (2006–2007) suggests working out in details of the subject field of the research, defining the aims and tasks of the research, establishing the theoretical bases of the research work, creating the methodic aspects of the empirical research.

2. The recital stage of the empirical part of the study (2007–2008) included the formation of the experimental sampling, finding out the main fields of senior school children's representations about the engineering profession, establishing the facts about their development, creating the structure of the representations about the qualities, necessary for the successful engineering activity, and the level of the senior school children's qualities.



3. The formative stage of the empirical part of the study (2008–2009) suggests the elaboration and evaluation of the program of the senior schoolchildren's development of the representations about engineering education.

4. The final stage of the research (2009–2010) consisted of analysis and integration of the results of the theoretical and empirical parts of the research, their interpretation and its presentation as a thesis.

In this research we have received the results, which let us make the following conclusions.

1. Representations of the senior schoolchildren about engineering education is a complex integration formed from the subjective reflection of the particularities of the engineering activity and the assessment of the possibilities of the self-realization while doing it.

2. Representations of the senior schoolchildren about engineering education include some context groups, combining the knowledge about the engineering activity and contents of the professional preparation, the subjective position with reference to the engineering activity and the possibility of the self-realization at the personal level with the help of the engineering education.

The first two context groups form a cognitive compound, and two others –value and context compound of the representations about the engineering education.

3. Development of the senior schoolchildren's representations about the engineering education is influenced by a number of the subjective and objective factors. To the objective factors of the development of the representations of the senior schoolchildren about the engineering profession are related: parents or close relatives having the engineering education; a high school which allows receiving an engineering education in the locality. The subjective factors of the representations development about the engineering education are: confidence in having the necessary abilities, required by the engineering activity; orientation towards profession (according to E.A. Klimov); professional representations (according to G. Golland); value orientations (according to M. Rokich).

4. The representations of the senior schoolchildren about the engineering education have an impact upon their readiness to choose this education. The biggest influence is made by the value and context component of the representations about the engineering education.

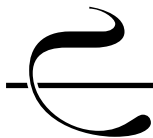
5. Choice of senior schoolchildren of the engineering education suggests the creation of professional and personal qualities, necessary for successful career in the engineering activity. These qualities at the subjective level include the three groups of the business, emotional, will and adaptive qualities.

6. Development of the senior schoolchildren's representations about the engineering education happens successfully if they combine the practice of enlarging the knowledge in the corresponding sphere of the professional activity and development of the senior schoolchildren confidence in their capabilities according to the profession requirements.



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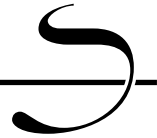
Prokhorova V.A.

Pedagogical problems of the development of the self-realization readiness of the senior school children

The level of the readiness for self-realization has a significant impact upon the particularities of the self-determination of the senior school children when they finish the secondary school. The directed didactic support dedicated to form value and context orientations of the senior school children influences their life-strategies, personal perspectives and the readiness for the self-realization. In this article the author reveals the didactic potential of the readiness for self-realization of the senior schoolchildren from the point of the view of the context and didactic approach.

Keywords: *pedagogical support, value and context sphere of the personality, technology of the directed impact in the educational process, context didactics.*

The principal changes in the Russian society, «having, as a matter of fact, the character of the civilization break, have qualitatively reorganized all the parts of the human life— demographic, ethnic and political, technological, social, economic, caused new cultural and historic situation of our existence» (D.I. Feldshtein). The new conditions require from the every man the search of the new unstandardized individual ways of building his own life. In the connection with these new priorities in the social development the most perspective one is the problem of the personal self-realization, because the human abilities are revealed only in the public activity, the readiness for the self-realization is the guarantee of its fulfilling at the high level of the quality. Besides it is important that this activity wasn't only determined from outside by the society, but by the internal need of the personality. The personal activity becomes in this case his or her initiative, and the work acquires the character of self-realization. The works of the national and foreign psychologists are dedicated to this problem, treating the context sphere of the personality and particularities of the self-realization: I.V. Abakoumova, A.U. Agafonov, A.G. Asmolov, D.A. Leontiev, A. Maslow, C. Rogers, V. Frankl, J. Hekhausen, theories, treating self-organisation and self-realization of the personality in different life contexts: B.G. Ananiev, L.I. Antsiferova, A.G. Asmolov, A.V. Broushlinskii, F.E. Vassiluk, L.S. Vigotskii, E.V. Galazhinskii, V.P. Zinchenko, V.E. Klochko, L.A. Korostileva, D.A. Leontiev, A. Maslow, V.D. Shadrikov, G. Khaken. From the point of view of the adopted humanistic paradigm the main value of the education is the ability of the subject for the self-realization resting on the creative personality potential. It is not occasionally that the concept of the modernization of Russian education set up the task of achieving higher quality of the professional education, corresponding to the modern requirements of the efficiency of the innovative processes, senior school children and students' desire for the professional growth, which suggest the active realization in the chosen field of the professionally important and personal qualities and abilities, knowledge and skills.



However the didactic aspect of the research in the field of the self-realization from the point of view of its development as the most important characteristic of the personality, is still little studied. «The sense of the education consists in the development of the person as the subject, which is realized through the urge of self-realization, freedom, responsibility of taking the decisions, approaching to the socio-cultural samples» (Roumiantseva O.M.). There is the obvious lack of the didactic technologies, which don't simply initiate the situational contexts of the pupils, but work in order to form the stable value and context units and help at the stage when the readiness for the self-realization predetermines life-sense strategies. A number of teachers and psychologists try to solve this problem in the frame of the new didactic direction – context didactics. Context didactics– is the new direction in the theory of the education, based upon the integrative context approach. In the frame of this approach the main mechanisms initiate the knowledge in the educational process and its context interpretation, and also determine the possibility of the building the whole model and the system of its operation in the real educational practice, the aims, contents and technologies are determined, influencing the formation of the context sphere of the learner, the formation of the context self-orientation and life- sense concept. In the context of the sense paradigm they analyze the main compounds of the classical didactics: educational goals, contents, methods and forms of the education, those didactic theories which make thesaurus of the contemporary theory of the education: education as the dual process, main motive force of the educational process, didactic purpose achievement, personality formation, pedagogical accompaniment and support (Abakoumova I.V., Belova E.A., Ermakov P.N., Kaguermazova L.Ts., Roudakova I.A., Fomenko V.T.).

In this article we represent the material about the pedagogical support of the senior school children for the self-realization, which was done at the basis of the context didactic approach. We started with the hypothesis: if we want the directed pedagogical support of the value-context orientations of the senior schoolchildren it is possible to create the didactic technologies of the directed impact, which will initiate the readiness for the self-realization, which demonstrates itself in the correction of the behavior, changing the “concept Self”, including the «ideal Self», pictures of the world and the life plan, awareness of the results of the previous activity and reflection upon the perspectives of the future (the formation of the concept of the past, present and future). The didactic potential for building the readiness for the senior schoolchildren's self-realization is necessary to realize through the didactic model in order to initiate the value and context choice, including tasks like the overcoming value-context barriers and creating the attitudes of the positive expectations, which put the pupil into the position of the context actualization, when the context sign, was left from the previous experience of the adopting values, when the potential form turns into the actualized, realized and verbalized one.

The introduction of the educational process into the personal and context level puts before the pedagogical science a number of the problems, the significant part



of which is the comprehension and interpretation of the basic notions of the value and context sphere. The particular block of the problems is related to the motivational and dynamic compounds of the learning, the comprehension of the existing and the creation of the new methods and technologies of the education. The contents of the educational process, which is the field of the crystallization nourishing context forming and context awareness of the pupils, must get a "life impulse". It is necessary to place it somewhere into space, distributing between the teacher and the students, between the students themselves and their groups. It must also be placed in time, differentiated from other things and fulfilled with the sequence of the procedures of the teacher and pupils. These are the technological aspects of the educational process. The technologies of the education represent as the mechanism of the contents self-realization, and in consequence, updating the contents in all directions, including the context forming, it is necessary to introduce the changes in the adequate synchronous way into the technological culture. The contents and technologies are interconnected organically: if the contents "nourish" the personality development, its context spheres, the technologies initiate, launch the development. Turning to be unadequate to the contents, the technology as the starting mechanism doesn't work, due to the principle of the isomorphic dependence of the contents– the technology and the principle of the interrelation (Abakoumova I.V.).

However of the content compound in the educational process have recently become more and more context-filled, oriented to the development of the context sphere of the students, then the educational technologies still have a representative or cognitively-oriented character. This contradiction makes these technologies of high priority in the educational process, which will let to introduce it into the new level of self-regulation through the context forming and context revealing for the students themselves. These technologies in the new psychological and pedagogical direction – in the context didactics, are called context forming technologies (I.V. Abakoumova, P.N. Ermakov, M.A. Loukianenko, M.Kh. Mashekouasheva, V.T. Fomenko).

According to the character of the impact upon the context sphere of the pupil sense technologies in the educational process are divided into goal-oriented (specified), oriented towards the directed initiation of the context forming and tending to the certain (expected) effect and facilitating (supporting technologies), which have the purpose whether it is possible, to increase the corresponding processes and eliminate the limiting barriers and blocks through the related context attitudes, created by the teacher (according to the so-called «maieutics psychotechnics in the psychology and the psychotherapy).

The experience of the contemporary school, psychological and didactic studies show the necessity of the support in the education, and the entire analysis how it could be realized through the correspondence with the mechanisms of the context self-realization of the pupils do not exist.

In the frame of the context didactics the pedagogical support is determined as the creation of the conditions in the educational process for the natural, free personal-



ity development. It is directed to the free evolution of the internal, essential, universal characteristics of the man. If we adhere this approach of the support, which is connected to the subject development as psychic layers. We hold the view of this classical understanding of the development as « the development of the subject». In this context interpretation all the «mental new layers» are placed upon «context layers», introducing them, thus, to the understanding of the development out of the immediate limits of the mentality. In this case and traditional zones of the development: zones of the currently central development, zones of proximal development, zones of the self-development – they can be interpreted as the zones of the sense development (more exactly as “context development”), and for the comprehension of the real meaning of the pedagogical support for these circumstances are significant.

If «zones of proximal development» are fairly dealt with as the mechanism of the personality development, in consequence, the context form of the outline and the attention to it has recently increased, proceed to the psychological and didactic action, oriented to the achieved level of the development of the child, and should be considered as the step “back”, as the concession to «the zone of the current development», including, in consequence, and the context compound.

The support must be shifted from the “zone of the current development” to the “zone of the self-development”. The support of the pupils it is the support at the level of their self-development, in our context – «sense self-development». In order to realize the action of the context forming, we need conditions, «supporting» this level of the «entity». Naturally we should take into consideration that the « the zone of self-realization» – corresponds to «the zone of the current development» in the following cycle (dialectic stage) of the personality development.

The interpretation of the pedagogical support through «context development» removes the contradiction between the “supporting” and “developing” psychology, the “supporting” and “developing” pedagogics and gives the possibility to enlarge this technology in the real practice of the educational process.

The studies of the particularities of the pedagogical support of self-realization of the senior school children included several stages:

1) at the diagnostic stage (2008) the main directions are determined, the goals, tasks and hypotheses are formulated; the theoretical analysis of the literature dedicated to the pedagogical support and formation of the personality features of the senior schoolchildren is carried out; chosen and created the diagnostic and forming methods, the recital experiment is made;

2) at the experimental stage (2009) we have organized and carried out the forming experiment: the assimilated complex of the methods and the realization of the the psychological and pedagogical support of the educational process of the senior schoolchildren and students of the Medical College during two years of the education;

3) at the integration stage (2010) the results of the experimental work are generalized and systemized according to the pedagogical support of the pupils with different



level of the readiness for the self-realization, the practical recommendations for the teachers and school psychologists are made.

The process of the experimental work includes research, theoretical, recital, forming stages, each of them had his own particularities. In the course of the experimental work they distinguish the groups of the pupils, having difficulties in the process of the self-realization: 1) formed value self-attitude under low indices of the main compounds of the personal self-realization; 2) insufficiently formed value self-attitude under the low indices of the self-realization; 3) insufficiently formed self-attitude under the average indices of the self-realization.

Besides the learners had the purposeful psychological support while deciding the problems of the motivation, self-attitude, representation about the perspective directions of the self-development, which allowed to solve the found contradictions and provide the successful self-realization.

The carried out experimental work testimonies about the efficiency of using the didactic model of forming senior schoolchildren's readiness to the productive self-realization. The evaluation of the program confirmed the necessity and the possibility of the stimulation of the process of senior schoolchildren's self-realization through forming value attitudes towards their own personality through taking into consideration in the entire space of the educational environment of the personality important needs of the senior schoolchildren; character of his value self-attitude in the process of assimilating the human values while in depth studies of the subjects of the cultural-orientation while reflexive assessment activity in the process of the interiorization of the assessment function; the adequate level of the senior school children's level of aspiration and students in the process of the permanent fulfillment of the planning function of the individual life-purpose strategy.

Finding out the features, ways and particularities of the senior schoolchildren's self-realization, establishing objective and subjective factors, which facilitate the free development and the creative potential, we have created the system of the methodic recommendations for teachers and school psychologists how to use the didactic model of forming readiness for the self-realization in the mass pedagogical experience, which, must include the following compounds in our opinion: the representation by the teacher of the educational contents which should be assimilated – correlation made by the pupil between the elements of the educational contents with their own informational fund – pupil's understanding of the educational contents – the correspondence of the value characteristics of the teacher with his own system of the values– the correlation of values of the educational contents with their own values – desynchronization between values suggested for personal assimilation and the system of the personal values of the pupil – attraction creation– acceptance by the pupil of the value orientations, presented by the teacher in the explored educational contents accomplishing the persuasive impact as the pupils' correspondence of values of the educational contents with his own system of the values («synchronization of the context fields of the pupil and the teacher).



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Skliar S.S.

Technologies of creating the responsible behavior of the senior schoolchildren: didactic approach

At the contemporary stage of the didactic science development the responsibility as an important personal characteristic of the modern senior schoolchild, extremely rarely becomes the object of the theoretical analysis as well as the empirical research. In the contemporary pedagogics there is a gap of the technologies of the directed impact upon the development of the schoolchildren's self-realization, attitudes towards professional and social success. One of the technologies of the responsibility development is the expansion of the mental processes beyond the limits of the apprehended current situation, the current perceptive field, into the plan of the representations, imagination, ideal contents of the conscious, which can be regarded as the task for context forming, initiating the formation of the personal sphere of the senior schoolchild.

Keywords: *responsibility, value and context approach of the personality, self-realization, technologies of initiating the context forming, sense discovering tasks.*

Today the school leavers shouldn't fulfill the assignments but to decide the life problems independently, to carry out researches, to give the experts' conclusions, to create projects. The changing life conditions require giving schoolchildren such education which will prepare them to live in the informational and dynamic society, in changing world, besides it concerns the personal as well as the professional spheres.

The responsibility is the integrative trait of the character, demonstrating itself in the conscious, creative initiative, independent, socially positive behavior. The maturity of the different compounds of the responsibility essentially determines the success of the subject's activity, guarantying the achievements of the results using their own sources, taking into consideration possible unexpectednesses and difficulties. The responsibility is the multi-dimensional quality, which should be studied from the point of view of the systematic approach. The contents of the responsibility are revealed through its structure, including: motivational, value-context, emotional, cognitive, dynamic, and regulative and effective components. The indices of the responsibility display are different and numerous, as the correlates we can name the personality characteristics, which also link it with the development of the subject and the subject of the activity: independently, reliably, resistance to stress, personal maturity, orientation towards context. The problem of the impact upon different life spheres in different ways interpreted in the national and foreign psychological and pedagogical science: from moral and ethic position (V.V. Znakov, Kh. Hekhausen, M.M. Bakhtin, J.P. Sartre, V. Frankle); the correlation of the internal and external in the personality responsibility (A.G. Spirkin, K.A. Aboulkhanova-Slavskaya, G. Jung, A.S. Pranguishvili); the responsibility is regarded as the action (E.I. Roudkovskii, B.F. Lomov); the correlation of the freedom and the responsibility (D.A. Leontiev, C. Rogers, A.V. Broushlinskii, V. Frankl); the

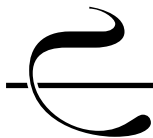


correlation of the social and personal responsibility (V.G. Sakharova, A. Adler, V.A. Rozanova); responsibility from the point of view of the causal attribution and the theory of locus of control (K. Mousdibaev, V.P. Trousov, F.Hider, G. Rotter, G. Kelly); systematic approach towards the responsibility studies (A.I. Kroupnov, B.F. Lomov, V.P. Priadein), problem of the cultural responsibility (V.F. Vassiluk), responsibility within the structure of the context regulation (D.A. Leontiev, E.P. Kalitvievskaya), studies of the professional responsibility (V.A. Bodrov, V.Ya. Orlov, A.A. Derkatch), the problem of the age differences in responsibility taking (T.F. Ivanova).

However at the contemporary stage of the development of the didactic science the responsibility as the important feature of the modern senior schoolchild, extremely rarely becomes the object of the theoretical analysis as well as the empirical research. In the contemporary national pedagogics there is a lack of the technologies of the directed impact upon the development of the schoolchildren's self-realization, attitudes towards his professional and social success, at the same time the insufficient level of the development of the subjective qualities of the personality of the school leavers, including the responsibility, which is reflected by the society everywhere. The most elaborated ones are the problems of the responsibility creation of pre-school children and primary schoolchildren (Dankova E.N., Ivanova T.F.), creation of the responsibility as the attribute of the political culture of the schoolchild (Tulkova I.A.), creation of the conscientious doing of the learning activities (M.V. Matukhina, C.G. Yarikova), formation of the will qualities of the students (Laizané L.V.). Besides there are practically no works oriented to the studies of those technologies, which will become the real teacher's tools for the development of the schoolchildren's personal features at the level of the value and context assimilation. The appearing contradiction between the growing need of the society for the responsible personality and inadequacy of the theoretical aspects and works dedicated to the level of the real educational process determines the problem of the research, results of which are stated in this article.

In order to fulfill the practical goals and tasks of the study we used the several groups of the methods of the analysis and diagnostics. The first group of the methods is related immediately to the process of the research: comparable analysis of the ideas and concepts, polling by the questionnaire, self-report, teachers and students assessment of each other. The second group of the methods is created by the standardized psychometric diagnostics: «Value regulators of the organizational behavior» (T.S. Kabachenko); «Test of the purpose in life orientations» (D.A. Leontiev); test of «Personality self-actualization» (N.F. Kalina); «The definition of the personality orientations» (orientation questionnaire) (B. Bass); «Diagnostics of the responsibility» (author's methodics by V.P. Pridena). As the third group of the methods of our research it is necessary to outline the learning, when the technologies were verified, to check if they have the didactic potential for the responsibility development of the senior schoolchildren, those ones which were created by teachers and schoolchildren and psychologists, participants of this program.

In the diagnostic and experimental part of the research the schoolchildren from Rostov-on-Don and Shakhty took part (Rostov region). The sampling consisted of



248 people at the age of 16–18 years old. In two classes they have carried out the verification of the experimental program, whether the technologies were efficient and have certain didactic potential for the senior schoolchildren's development, and the rest of the schoolchildren – were studying at the control classes. The experimental research was made during 2008–2009. At the primary and final stages we carefully studied parameters, which testify about the level of the responsibility and particularities of the development of the context and value sphere of the senior schoolchildren.

We could formulate the following conclusions after carrying out the study.

1. The pedagogical technology of the responsibility development will be efficiently realized in the educational process of the contemporary educational institution, if the mechanism of acquiring the responsibility by senior schoolchildren will play the role of the reflexive activity at each of the following stages: creation of the representations about the responsibility and motivation of the activity, acquiring of practical skills, demonstration of the responsible behavior in the different types of the activity, the use of the independent accumulated experience of the responsible behavior.

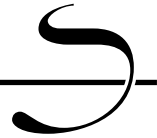
Pedagogic technology of the senior schoolchild's responsibility growth will contribute to the formation of its correlates, some personality characteristics are also linked to the development of the subject position: independence, reliability, stress resistance, personal maturity, orientation towards context revealing and context building, well-developed research activity, well-developed self-control, competence.

2. The deformations of the personal and context sphere of the senior school children lead to the consolidation of the negative value and context attitudes, ways for the perception of the reality, sense confusion, clichés, which determine all the aspects of the behavior, including the particularities of the educational activity.

3. Specially organized methodic system with the directed technologies of the context initiating (using the context similar to the real life situations typical for this age group of students, technologies of the transition from the real subjective experience – to the subjective life world, through revealing personal senses of this context, transformation of the senses in the work together, context forming dialogue) will let the teacher to design the educational situations, dedicated to the senior schoolchildren's responsibility growth.

The data of this theoretical analysis, diagnostics and experimental verification allow discovering the technology of initiating context forming, which is destined to create the responsible forms of the behavior.

The context sphere of the personality is the open system towards the world and other context worlds, of the particular personalities as well as the works of the art. It means, that the man is not limited by the spontaneous individual experience as the context resource, and has unlimited possibilities of enlarging context world at the expense of the other context worlds. Starting this interaction, the man moves away the limits of his own context world, increasing the possibilities and enlarging the resources of the self-regulation [1].



Leontiev D.A. remarks that in the processes of the self-regulation he discovers two opposite processes, which are in the natural interrelation in the view of the changing phases of the world's interaction. The first phase suggests revealing of the potential freedom. It includes enlarging of the spectrum of the possible actions, maximization of the existing senses, which are hidden in the situation, tolerance to the ambiguity. The second phase – enclosure, narrowing of the opportunities, coping with their abundance through making choice and transmission to the reality, tolerance to the ambiguity, revelation of the responsibility potential. «Break between these two phases and the absolutization of one of them leads to the inferior, one-sided look at the human existence: the absolute knowledge and comprehension, taken apart from the choice and, isn't also full-blooded, as the absolute goal-orientation and realization, taken apart from the comprehension and possibilities realization» [4, p. 497].

Thus, the revealing of the responsibility potential helps the transmission from the internal plan into the exterior realization during the process of the being. N.S. Prizhnikov also underlines that the problem of the interrelation of the freedom and responsibility becomes hot in different historical periods, characterized by the transformations of the ideological, moral and value principles of the society. The author underlines, that «the particular trait of the new time really exists before the masses of the people, the problem of the choice opportunities. In the psychological context this is not a less complicated problem, then the problems related to the freedom limits» [5]. The problem of building your own identity in the situations of the personal self-determination is always connected to the modal choice, some ideal orientation, helping to build the individual trajectory of the self-development. N.S. Prizhnikov believes, that the important role is played by the ideals, people images which they want to follow and anti-heroes, that they should avoid in their development and career. The problem consists in the fact that the ideal image enters into the contradiction with the real man's possibilities. The possibilities to get closer to the «achievement level are limited by the number of the factors, for example, social and economic ones. L.A. Zhouravlev and A.B. Koupreichenko, analyzing the mentioned problem, ask themselves the question about the legitimate interference from the side of the ideal choice. Is it possible to orient the children and adolescents, for example, to the average level of the success, replacing the real self-determination by the external determination? The authors underline that, it is correct to give the subject in search of self-determination the comprehension of the responsibility as the integral trait of the free personality [2].

This is the awareness of the responsibility allows to the man to find out the sense of the situation, and determine his place and role in it, to become the real subject of the self-determination and choose the most suitable scenario of the development. The responsibility, as the subject characteristic, let the man determine the most adequate ways to achieve goals and life tasks, taking into consideration the abilities and the real needs, and also to form the expectations, values, ideals. Among the main displays of the efficiency Fromm E. cites the care and the responsibility. «Responsibility isn't a duty, applied from outside, it is my response to somebody's need which is not



indifferent to me» [6, p. 86]. E. Fromm 's understanding of the fruitful love is close by its sense to the category of the social responsibility. «To love the man fruitfully means to take care about him, and feel the responsibility for his life, not only for the physical existence, but for the development of all human sources. The fruitful love doesn't correlate with the passivity, with the passive observation of the life of the object of love; it suggests labor, care and responsibility for his or her development» [6, p. 87].

The responsibility taking helps the subject to assess correctly, to think about the causes of the life success and misfortunes, defending him from the high expectations, unreal expectations, big life disappointments and losses.

In this consideration the problem of the context awareness is the «context task». «In general, the task for context revealing is the task to determine the object's place or the phenomenon in the subject's activity» [3, p. 258–259]. Correspondingly, with the responsibility awareness, increases the subjective significance of the «chosen» objects or phenomena in the structure of the context building reality.

The context task can be placed regarding his or her own action (what is the reason I am doing it for, I will do it; what are the motives of that; what needs or values find the reflection in it and what it will lead to). The same task may be placed in regard to the objects, phenomena and actual events (what place they occupy in my life, how they can influence it and what kind of the consequences to have) [3]. The responsibility awareness suggests the man's ability to respond to these issues.

The decision of the context task is the most complete, in comparison with the initial situation, awareness of the context links of the certain object with the phenomenon or action of the subject's activity in whole.

One of the lines of the development of the context sphere of the personality is expanding of the thinking processes outside of the current situation, of the immediate perceived field, in the plan of the representations, imagination, ideal conscious contents [4].

The possibility of the responsibility for something or somebody is performed as the regime of the anticipation, in the plan of the representations. The man occupies a certain position under suggested circumstances, considers in the ideal plan the different possibilities of the events development, survive the sense of this situation, the actions which will be undertaken and their possible consequences for themselves and for the people which surround them. The imagination plan is separated from the plan of the practical activity, the imaginary motives aren't transmitted immediately in the practical activity, but due to the entity of the context sphere of the personality, context layers, demonstrating themselves in the plan of the imagination, aren't isolated from the context entities regulating the practical activity. The imagination creates «the zone of the proximal development» of the personality in whole [4, p. 285], the ideal anticipation of the possible consequences for the decision increases the personality opportunities to reconsider and realize in depth the situation before taking the responsibility.

Another path to determine the responsibility suggests its consideration not only through the prism of the authority and sanction, but through the correlation with the



problem of the freedom and the need. The notion of the freedom in its psychological aspect is one of the most important characteristics of the humanistic approach, in difference with the theoretical trends, reflecting the tendency to determination, where the problem of the freedom is regarded through prism of the limits – punishment and guilt. In this case, we aren't talking about the displays of the personal freedom, because there is no real personality responsibility, which will be replaced by the external forms of its display as the sanctions and fear of them. The term «psychological responsibility» belongs to E. Fromm which has nothing to do with the punishment or the guilt. The fear of the punishment makes the man unable to use the choice opportunities, or to recognize the authorship [6].

In the contemporary pedagogical practice, however, the mechanisms of the personal values' actualization above mentioned do not always exist [1]. The existing deficit of such technologies, will be overcome, if each teacher, working with the senior schoolchildren will remind about the responsibility of the senior schoolchildren's self-realization which suggests the vector of the development, including the orientation not only as the external success but the satisfaction of the educational process, awareness of the degree of the public significance of the learning, positive social displays, attitudes to the creativity. The formation of the senior schoolchildren's responsibility is connected to socio-centric compounds of the responsibility, which contribute to the development of the value and context sphere of the personality, enrich the humanistic attitudes by the humanistic values which the teacher must pay special attention to.

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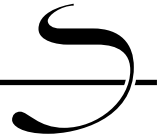
Features of tsenostno-semantic sphere of people with different level of participation to musical culture

In given article the basic scientifically-psychological approaches to a problem of personal features of people with different level of acceptance of music as individual value are considered, the urgency of the given theme is revealed, the data of empirical research of personal features of people with different level of participation to musical culture is cited.

Keywords: *art psychology, music psychology, tsenostno-semantic sphere of the person.*

Now music plays the important role in an everyday life of millions people. Definition of its phenomena and a formulation of its laws takes the central place, in scientific work of many scientists. Sociologists, psychologists, critics, musical teachers and simply usual people, – all of them are to some extent subject constantly varying to musical tendencies. Partly these tendencies also have pushed psychologists on more detailed studying of interrelation of the person and music and allocation from the general psychology of original branch – musical psychology or music psychology. The area of musical psychology is boundary between sphere of art and science sphere about the person [1]. It is necessary to notice that now, in a society the requirement in musical making it cultures accrues. And the art debt which branch is music – to help a society to endure difficulties, giving hope and encouragement. In general, speaking about modern culture, it is possible to ascertain presence of some changes. Both structurally, and art is functional «Once it was required to interrupt intolerable vitality of death, now – to interrupt intolerable mortal boredom of a life» [4, p. 225]. To a problem of that understanding that there is a music considered through a prism of psychology, theoretical workings out of outstanding musicians, psychologists and teachers – Alekseeva A. have been devoted, Bochkareva L.L., Loseva A.F., Tarasova G.S., Kogana G.M., Nevgauza G.G., Petrushina V.I., Fedorova E.E., etc. Can recollect and classical names for psychology of foreign scientists – V. Vundt, G. Gelmgolts, K. Shtumpf, T. Adorno, etc.

Despite a certain readiness of this theme, existing scientific pluralism does not allow to consider this theme thoroughly studied Nowadays we meet the present launch of is musical-psychological researches. Programs on psychology for musical high schools, хрестоматии were published, almanacs, a number of dissertational works (I.E. Vinogradova, J.T. Zhakupova, E.A. Glazkova) is protected. There were psychologists of music which is understood by them as branch of psychology of the art, studying music influence on the person and its active musical activity [3]. The musical psychology investigates problems of processes of formation, development and definition of musical abilities; psychological mechanisms of the composition, execution, perception and training to music; music applications as mass communication medium (in



concerts, performances, cinema, on TV, broadcasting); influence of functional music on labour productivity; medical influence of music on the person; Professional work of the musician: its training, education of professional and artistic qualities (ability to communicate with public and to influence it); an aesthetic, moral and educational role of music in formation of rising generations; influences of music on increase of creative potential of the person. One of directions of musical psychology is the psychology of musical activity which studies its basic kinds: hearing (perception), execution, the composition and music teaching. Special aspect – studying of valuable features of musicians: specificity, a creative orientation, revealing individual central point. The problem of studying of tseennostno-semantic sphere of the person gets now more and more complex character, being a subject of various social disciplines, and represents the important area of researches located on a joint of various branches of knowledge of the person – philosophies, sociology, psychology, pedagogics. The theoretical analysis and researches of tseennostno-semantic sphere at various levels have created necessity of use of concepts and the methodological bases of adjacent scientific disciplines. The Tseennostno-semantic sphere of the person includes two basic components – valuable orientations and system of personal senses [2]. Both components inseparably linked with concept the person as closely adjoin to studying of human behaviour and promptings. As general scientific concepts they promotes association of investigated objects of various sciences.

In a consequence of it, psychological practice demands judgement of theoretical installations of psychology of music. The analysis of the researches devoted to studying of tseennostno-semantic sphere of musicians, has shown that a problem of process of creation of the musical image staticized by the tseennostno-semantic maintenance of the musician as the subject of musical experience, it is studied insufficiently. The tseennostno-semantic sphere defines features *инициации* creative process in musical activity, mediating specific, musical images peculiar to the given person. The arising contradiction between strengthening of requirement for stimulation of emotionally-aesthetic development and absence of real technologies of achievement has defined the research problem which results are stated in the present article.

For practical performance of objects in view and research problems some groups of methods of the analysis and diagnostics have been used: Definition of vital values persons (Must-test) (P.N. Ivanov, E.F. Kolobova); Diagnostics of real structure of valuable orientations of the person (S.S. Bubnova); the Express train – diagnostics of social values of the person; the Test vital-meaning's orientations (VMO) (D.A. Leonteva); the Technique «tseennostno's orientations» M. Rokicha; the Questionnaire a questionnaire (K.B. Thecooper, I.V. Abakumov)

In total 150 persons have voluntary taken part in research. From them 75 women and 75 men at the age from 18 till 30 years. All examinees took part in experiment voluntarily. In the first group musicians of a city of Rostov-on-Don, regularly going on tour and participating in musical actions are presented. The second group formed the people who are not musicians, but regularly visiting concerts and other musical ac-



tions, having a rich palette of musical predilections. The third group included people not having musical predilections and indifferently concerning musical culture.

To begin with by us has been developed, attempted and validated the questionnaire-questionnaire. Being based on the data of the correlation analysis (ranged coefficient.), it is possible to recognise correspondent Spirmena that points of the questionnaire with numbers 1, 2, 4, 5, 8, 10, 11, 14 possess high degree prognosic valide ($p < 0.08$). The obtained data allows to speak about high level of judgement and understanding of musical culture as modern art parts, and the received significant distinctions specify that people with different level of participation to musical culture can have various life-meaning orientations, an image of the world and ways of interaction with it.

Then were received and interpreted the data of all subscales of techniques. Further, being based on the correlation analysis (range's coefficient Correspondents Spirmena) have been revealed significant distinctions on following subscales:

LMO:

Result: Listeners > Nonlisteners.> Musicians ($R = -0,304$, $p < 0,05$)

Diagnostics of real structure of valuable orientations of the person (S.S.Bubnova):

Search and pleasure by fine Listeners> Musicians> Nonlisteners ($R=0,295$, $p < 0,05$).

Definition of vital values persons (Must-test) (P.N.Ivanov, E.F.Kolobova):

Appeal of Listeners> Nonlisteners ($R = -0,255$, $p < 0,05$)

The express train-diagnostics of social values of the person:

Significant distinctions by the given technique it has not been revealed.

Technique «valuable orientations» M.Rokicha:

Terminal values:

Interesting work of Nonlisteners> Listeners> Musicians ($R = -0,233$, $p < 0,05$)

Beauty of the nature and art of Musicians> Listeners> Nonlisteners ($R=0,408$, $p < 0,05$)

Financially secure life of Nonlisteners> Listeners> Musicians ($R = -0,353$, $p < 0,05$)

Creativity of Musicians> Listeners> Nonlisteners ($R=0,581$, $p < 0,05$)

Self-trust of Nonlisteners> Listeners> Musicians ($R = -0,303$, $p < 0,05$)

Tool values:

Erudition of Musicians> Nonlisteners> Listeners ($R=0,254$, $p < 0,05$)

Efficiency in affairs of Listeners> Nonlisteners> Musicians ($R = -0,373$, $p < 0,05$).

As a whole, on the basis of the data of the correlation analysis of Spirmena it is possible to notice that quantity of authentically significant distinctions received by us, allow to speak about acknowledgement of some hypotheses.

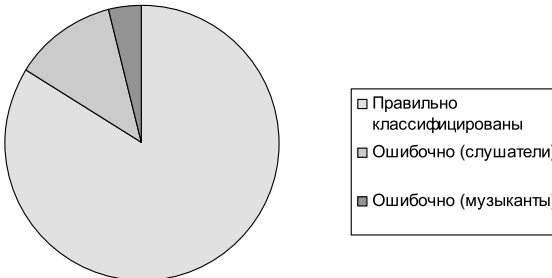
In a consequence the task in view to concretise the psychological maintenance concept of participation to musical culture was us, and to reveal influence of values and life-meaning orientations to its level. The discriminant analysis of significant distinctions has shown that with an error no more than 15 % our hypotheses have found acknowledgement in our research, and being based on the obtained empirical data it is possible to speak, about individually significant values inherent in everyone group



and vital-meaning orientations.

In drawings ## 1, 2, 3 the data of the discriminant analysis of «musicians», «listeners» and «nonlisteners» are cited.

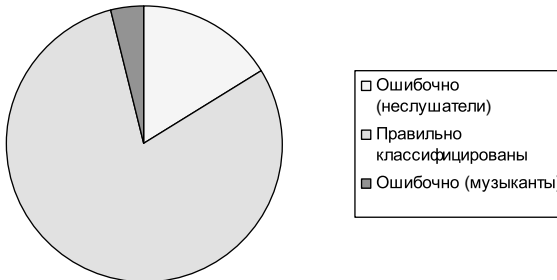
Drawing №1 «Nonlisteners»



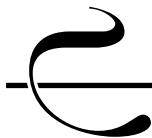
Are correctly classified	42
Wrongly (listeners)	6
Wrongly (musicians)	2

From drawing №1 it is visible that being based on the received data we from 80 % probability correctly differentiated «nonlisteners» from “listeners” and “musicians”. Being based on the data received by means of the correlation analysis of Spirmena and the Discriminant analysis, we can speak about following features of the given group: the people who have been not attached to musical culture appear more satisfied with the passed piece of a course of life, its efficiency and intelligence, in relation to musicians. To a lesser degree these people are aimed at the aesthetic party of art, creativity and the nature. Much more significant for them are material assets and career achievements. Less the others are aimed at self-development, formation and own attraction.

Drawing №2 “LISTENERS”



Wrongly (nonlisteners)	8
Are correctly classified	40
Wrongly (musicians)	2



From drawing # 2 it is visible that being based on the received data we from 84 % probability correctly differentiated “listeners” from “musicians” and nonlisteners ». Being based on the data received by means of the correlation analysis of Spirmena and the Discriminant analysis, we can speak about following features of the given group: the people who are in constant contact to art, more attached to musical culture appear more satisfied with the passed piece of a course of life, its efficiency and intelligence, rather than musicians. In a greater degree listeners are aimed at an aesthetic component of the life: art, creativity, beauty of the nature.

Drawing №3 “MUSICIANS”



Wrongly (nonlisteners)	0
Wrongly (listeners)	4
Are correctly classified	46

From drawing №3 it is visible that being based on the received data we from 92 % probability correctly differentiated “musicians” from “listeners” and nonlisteners». Being based on the data received by means of the correlation analysis of Spirmena and the Discriminant analysis, we can speak about following features of the given group: the people directly involved in process of creation and execution of pieces of music as cultural-aesthetic values, show a dissatisfaction with the passed piece of a course of life, its efficiency and intelligence. This fact, in our opinion, is main “the motive power” defining features initiative of creative process in musical activity, mediating specific, musical images peculiar to the given person. Confirming to a hypothesis that level of participation to musical culture can make essential impact on semantic central point and life priorities, it is possible to note the given techniques «Valuable orientations» Milton Rokicha: for musicians the orientation on erudition, creativity, beauty of the nature and art is specific. Such life priorities as a self-trust, efficiency in the affairs, interesting work and a financially secure life are not specific.

Being based on all research carried out by us, it is possible to formulate psychological filling of concept «participation to musical culture».

Participation to musical culture¹ – Objective criterion of intensity of interaction of the person with musical culture and a civilisation of musical images.



The participation to musical culture² – subjective criterion focused on level of the tsennostno-semantic relation to musical culture defined by tsennostno-semantic acceptance in the course of an autogenic reflexion.

As a result of the carried out research following conclusions have been formulated.

1. Level of participation to musical culture influences on tsennostno – semantic features of people;

2. People with different level of participation to musical culture have various vital-meaning orientations, an image of the world and ways of interaction with it.

3. Level of participation to musical culture makes essential impact on semantic central point and life priorities.

4. Level of participation to musical culture is defined by subjective and objective criterion, thus the objective criterion – is intensity of interaction of the person with musical culture and a civilisation of musical images. Subjective-this criterion focused on level of the tsennostno-semantic relation to musical culture defined by tsennostno-semantic acceptance in the course of an autogenic reflexion.

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Masayeva Z.V.

Psychological features of personal safety of teachers in educational environment of post-conflict region

The arisen two long military campaigns on the territory of the Chechen republic have caused a decrease in a level of psychological safety in the educational environment. And to present day it needs a support for increasing a level of comfort of teachers working in comprehensive schools of post-conflict region. In this connection a research of psychological features of teachers from the Chechen republic has been carried out.

Keywords: *psychological safety of educational environment, psychological features of teachers, troubled and untroubled schools, personal features, consequences of war, post-conflict region.*

In a number of southern territories of Russia at the turn of the XX-XXI centuries there were military conflicts of interethnic and military-political character. Developing by centuries, balanced coexistence of peoples with different religions and cultures was broken. The severest one was a military-political conflict in the Chechen republic resulted in loss of life and also in mass migration of peaceful population to other districts to find shelter and to foreign states in a status of refugees and forced migrants.

War, interethnic conflicts leave an indelible trace in consciousness of a person. In view of the occurred events studying of psychological safety of teachers working in the post-conflict region becomes especially urgent [1, 6].

The arisen military conflicts have essentially influenced on specificity of personal features of teachers of comprehensive schools of the Chechen republic within as participants of educational process [7]. It is especial important that the deepest problems have happened in educational system of the Chechen republic. Because of the occurred long military operations teachers have reappraised their values and generated specific personal features.

In this case studying psychological safety of educational environment of the Chechen republic has got a special necessity as the past two military campaigns have considerably influenced on mental health of all participants of educational process. An internal crisis of a personality has resulted in personal features, deformations, deviations which require being psychologically studied and corrected.

Within the framework of our work we have studied features of psychological safety of educational environment of post-conflict region.

The purpose of the research is to study psychological features of teachers working at schools of the Chechen republic with a different level of psychological comfort and safety.

The tasks of the empirical research are:

- 1) to carry out an analysis of the situation reflecting a condition of psychological safety of educational environment of some comprehensive schools of the Chechen republic on basis of results of questioning;



- 2) to reveal specific features of a personality and factors influencing on a level of psychological safety of teachers of comprehensive schools of the Chechen republic;
- 3) to generalize results of the research, and to present conclusions and recommendations.

As an **object** of the research have been investigated teachers of primary school of towns and villages of the Chechen republic at the age of 21–59 years old whose average age is 43, and average experience of pedagogical activity is 19,5 years. The total amount of the sample is 102 persons, all of them are women (100 %). And teachers of primary school of towns and villages of the Rostov region have been also investigated in number of 45 persons.

The following **hypotheses** of the research have been offered.

1. Work in conditions of post-conflict region influences on specificity of personal displays and character of pedagogical activity of a teacher.
2. The teachers who have a psychologic traumatic experience differ from their colleagues from rather safe regions of the Russian Federation in a direction and expressiveness of life-sense orientations, a character of pedagogical contact with pupils.
3. Previous psychologic traumatic experience of a teacher and pupils causes a decrease of a level of psychological safety of educational environment.
4. It is possible to work out a correcting-developing programme directed at solving personal problems of teachers working in post-conflict region, and minimizing negative consequences of psychologic traumatic experience.

According to the offered purposes and hypotheses the task of revealing of interrelations between the structure of value and life-sense orientations and the style of pedagogical contact, character of a social-psychological climate in collective, a level of expressiveness of conventional-stereotyped social attitudes of teachers and an orientation of their motivation has been solved during the research work.

At the preliminary stage the procedure of the research has consisted in selection of techniques the most acceptable for realization of the purpose and tasks of the research.

A package of tests has been offered to teachers of primary school of towns and villages of the Chechen republic and the Rostov region on an individual basis.

A complex procedure including following basic methods has been used during carrying out the research work and processing the results:

- questioning;
- interrogation consisting of a package of tests;
- methods of mathematical statistics (STATISTIKA 6.0).

In the research the following techniques have been applied.

1. The questionnaire for researching features of psychological environment of schools of post-conflict region developed by Abakumova I.V., Masayeva Z.V.
2. Life-sense orientations (D.A. Leontjev).
3. Value orientations (M. Rokeach).
4. Conventional-stereotyped social attitudes (A. Ellis).
5. A questionnaire of self-attitude (V.V. Stolin)



6. An orientation of a personality (B. Bass).
7. Motivation of success and fear of failure (A.A. Rean).
8. Style of contact in a collective.
9. Studying of a social-psychological climate.

Results of the carried out research have allowed us to draw the following conclusions.

1. Studying of individual structure of value orientations of teachers from post-conflict region has shown that the structure of value orientations has its own specificity in which **values of a personal and individual life** are the most extensively represented. That can indicate about the presence of an evident need for family well-being and a desire of self-display. The given results can come out from survived experience in military conflicts and intensification of these basic values.

2. In contrast to two groups of teachers («troubled» and «untroubled» schools) of the Chechen republic the teachers of the Rostov region have shown the importance of the value of professional self-realization and the value of private life.

3. The saturation of a life and the satisfaction of a self-realization, and also an internal locus of control of Self and of life are mostly occurred at teachers from rather safe regions of the Russian Federation in comparison with teachers from the post-conflict region.

4. Psychological portraits of teachers from «troubled» and «untroubled» schools (the Chechen republic) have some differences which are shown, first of all, in value orientations, the style of pedagogical contact, and motivational direction.

5. In the «untroubled» group at examinees there is a positive direct correlation between the value of «development» and «achievement motivation» (0,31), and «motivation for success» (0,37); between «creativity» and «motivation for success» (0,38). The given results indicate that achievement motivation and hope for success in the given sample are associated to a greater extent with an opportunity of development and creative self-realization.

6. In collectives of «untroubled» schools the tendency to positive contact prevails. So, in the given sample the «Union» style has been expressed most of all. It is characterized by an orientation to friendly contact with a preservation of a role distance. Arising educational, organizational, ethical and other problems are creatively solved by joint efforts. It is also confirmed with correlations between the value of «development» and styles of contact.

7. In the «troubled» group altruistic values and values of acceptance of others (tolerance, sensitiveness, a width of views) are insignificant. It is an opinion of teachers from «troubled» group that success of professional and life self-realization to a greater extent depends on that fact that first of all it is necessary to be guided by their own position and to a lesser extent it is necessary to take into consideration an opinion of others, to show less sensitiveness and to concern for others. In general, it is possible to name an intolerant position.

8. Teachers, whose structure of values has got an intolerance and impatience to an opinion of others, are not guarantors of psychological safety of educational environment and they themselves frequently project hostility and an increased proneness to conflict in children's collectives.

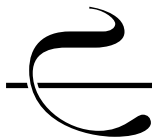


9. Studying of conventional-stereotyped social attitudes of teachers has shown that there are irrational attitudes of thinking by all parameters of the test in all samples of teachers.

The carried out research has shown a precise differentiation between «troubled» and «untroubled» schools of the Chechen republic. It also reveals differences similarities and differences between schools of the Rostov region and the Chechen republic. The received results indicate about a necessity of working out a correcting-developing programme for teachers of the Chechen republic directed at solving the revealed problems. In order to increase the level of psychological safety in educational environment of the Chechen Republic methodical recommendations for leaders, teachers, and psychologists of comprehensive schools of the republic have been developed after the carried out research. In the work some techniques, and also algorithm of creation of an optimum level of psychological safety in the educational environment of post-conflict region are offered.

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