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Terrorism and extremism act as the main threats for modern world and safety of mankind. Today a significant complex problem is development and realization of the system of the state measures on formation of tolerance and prophylaxis of extremism in Russian society. An important role in increase of efficiency of counteraction to ideology of terrorism, in creation of reliable barriers on roads of its penetration into public consciousness is played by institutes of the civil society, scientific and educational community.

Now the prophylaxis of nonsocial behavior and extremism in the youth environment is one of actual problems of the state policy. Modern youth, being on a joint of revaluation of traditional values and formation of new social relations, most sensitively perceives socio-cultural changes in society. In this connection youth is the "risk group" which is involved in extremist and terrorist activity most easily.

The problem of prophylaxis of terrorism and counteraction to youth involving in terrorist activity puts before scientists, and, first of all psychologists, new problems on designation of specificity of psychologists' activity in this process and definition of psychological mechanisms for these problems' decision.

Significant contribution into scientific community's decision of these problems are organization by the leading high schools of the country of scientific conferences, including spent in the autumn of 2010: the Antiterrorist festival of student's, scientific and creative youth "Peace to the Caucasus" (on the basis of the faculty of psychology of the SFU) and the Sixth international scientific conference on problems of safety and counteraction to terrorism (on the basis of the MSU).

In this issue of Russian psychological journal there are presented the articles of scientists-psychologists in which there are raised actual problems of prophylaxis of terrorism and extremism in the youth environment: the problem of development of psychological technologies of formation of antiterrorist values in the youth environment, the problem of threat in information security of Russia, the research of factors and conditions of formation

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of antiterrorist thinking and tolerance, the analysis of social-psychological determinants of the phenomenon of terrorism in Russia, studying of the content of representations of the terrorist and the terrorist threat among inhabitants of the SFD regions (including, among youth), the description of practical methods of counteraction to extremism of ethnoconfessional orientation.

In conclusion I would like to notice that from us, the scientific community, the state and society wait for multilevel work in scientific and practical development of perspective directions of the preventive work, new forms and methods of information counteraction to terrorism and extremism, in formation of antiterrorist ideology of youth.

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Methods of counteraction to the extremism of ethnoconfessional orientation: the basic directions of practical work

Interethnic contradictions considerably aggravate the political situation in Northen Caucasus which is characterized by presence of armed conflicts (chechen, checheno-daghestan, ossetic-ingush, georgian-abkhazian, georgian-south ossetic, karabachos). Against this background radical nationalist organizations of Northen Caucasus with active support from without undertake attempts on realization of the separative plans which are directed on destruction of the state unity and territorial integrity of our country. To resist these tendencies it is necessary not only to use the positive experience which is already available, but also to search for new ways of attraction of representatives of various faiths to popularization of antiextremist ideas.

Key words: *terrorism and extremism, extremism of ethnoconfessional orientation, civil society, social partnership.*

With the extremism of ethnoconfessional orientation there should struggle both society, and state. Their methods of this struggle are different.

The state removes the socio-economic and political conditions promoting occurrence of the extremism of ethnoconfessional orientation and resolutely stops illegal activity of extremists.

The civil society should counteract this kind of extremism, opposing to extremist ideas and appeals the ideas of political and ethnoreligious tolerance, civil peace and international consent.

The analysis of theoretical and methodical researches of ethnoconfessional and ethnonational problems allows to distinguish principles (as initial theoretical positions in developing of practice oriented methods) on which base the counteraction to the extremism of ethnoconfessional orientation should be constructed:

1) Principle of integration and intersuppliment – principle of work of the state and social structures which participate in realization of the policy of counteraction to extremism; they should operate not simply coordinated, but in a complex, helping each other. Now there exists a principle of parallel services which doesn't justify itself because the actions of the subjects of counteraction frequently don't correspond to each other (or simply they are not informed about actions of other structures);

2) Principle of confessional equality (confessional parity) – "unity in variety", all faiths (which are allowed by the state) have equal rights in access to information, carrying out of religious actions, etc., and should take part in popularization and prevention of antiextremist manifestations (the barrier of "letter" religions should be broken);

3) Principle of address orientation – methods and actions connected with counteraction to extremism and popularization of antiextremist ideology should be focused on value orientations of various age, social, national, confessional groups (modern principles of propaganda of the "To everyone! To everyone! To everyone!" type have shown there ineffectiveness).

These three principles allow to develop the model of social partnership of the society and state in a view to development of the system of counteraction to the extremism of ethnoconfessional orientation which can be presented as the "Model of social partnership of society and state on counteraction to extremism" (fig. 1).
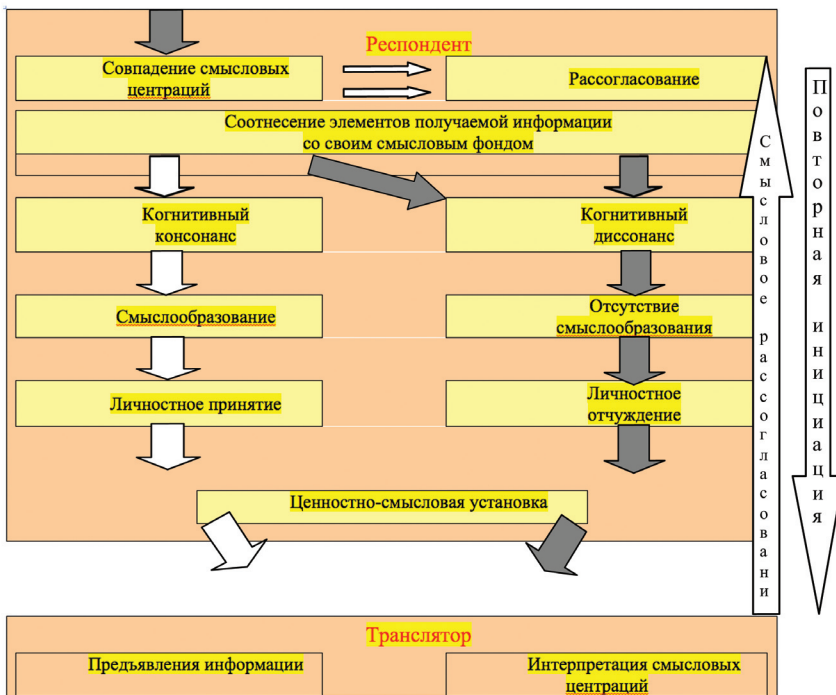
Fig. 1. Model of social partnership of society
and state on counteraction to extremism

In this context the social partnership should be understood as the system of subjects' counteraction to the extremism of ethnoconfessional orientation and mechanisms of coordination of interests of all participants of the process of counteraction: the state structures and citizens. Development of social partnership in its various forms is an important component of the process of strengthening of social factor in the system of counteraction to extremism. In the system of social partnership, interests of the state are represented by power departments, state structures, and interests of citizens are represented by self-government institutions, social and religious organizations, mass-media, educational institutes. The policy of the social partnership should become an ideological basis for carrying out of propagation of antiterrorist values.

To overcome the extremism of ethnoconfessional orientation, there can be used the most various forms and methods of counteraction in the following directions: political, economic, social, psychological, information. Deeply thought over legal base of the democratic state, verified and carefully weighed religious and national policy and their skillful use are capable to develop effective mechanisms on prevention of ethnoconfessional extremism in Russia, threatening the multinational state bases.

Political methods of counteraction to the extremism of ethnoconfessional orientation in the Russian Federation:
- interaction of the power state structures of the Russian Federation and religious associations, at preservation and positioning of the priorities laid in the state legislation;
- drastic measures on overlapping of channels of extremists' financing from abroad and from local sources (for example, from the foreign public associations having representations in various regions the Russian Federation);
- perfection of legal base of counteraction to extremism (including the extremism of ethnoconfessional orientation);
- protection of rights of religious and ethnic minority, struggle against the infringements made by officials;
- activization of ideological work through special services' potential;
- strengthening of international aspects of ethnoconfessional policy of the Russian Federation, drastic measures preventing from spreading of various extremist currents of Islam and destructive sects feeding separatism, terrorism and generating intolerant attitudes in society.

Economic methods of counteraction to the extremism of ethnoconfessional orientation:
- overcoming of deep differentiation of social and ethnic groups, polarization of their interests, marginalization of a certain part of population (especially within some subjects of the Russian Federation);
- unemployment liquidation;
- creation of favorable conditions for attraction of financial investments in the region and, as consequence, manufacture and industry development;
- power securing of the region;

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–corruption's eradication (public exposure and blaming of officials and forcers interacting with religious figures, exposure of corrupted representatives of various confessions).

–programs of economic help and economic stimulating of youth (allowances, grants, subsidies).

Social methods of counteraction to the extremism of ethnoconfessional orientation in the Russian Federation:

–safeguarding of the process of improvement of sociopolitical conditions in postconflict regions of the country;

–initiation of positive social prospects of a considerable part of the population (public health services, education, rest);

–system of social protection of population groups which are in situations of life crisis (invalids, needy, pensioners, jobless);

–specialized programs of help to youth (young families, grants, help to young experts);

–creation of conditions for development of traditional and original culture (competitions, festivals, exhibitions);

–public blaming of acts of vandalism on motives of ideological, political, racial, national or religious hatred or enmity, and in equal, on motives of hatred or enmity concerning any social group (for example, extremist actions in relation to migrants).

Psychological and pedagogical methods of counteraction to the extremism of ethnoconfessional orientation:

–patriotic education of youth, aiming at its rejection of the ideology of violence, religious and national intolerance (at all levels of education system);

–increase of general educational level of citizens, especially in postconflict regions of Russian Federation;

–creation of effective system of citizens' enlightenment in the sphere of cultural and confessional variety, historical unity of the country's inhabitants, history of religious intolerance, genocide and other crimes generated by extremism and terrorism;

–strengthening of propaganda activities among all levels of the population, the explanation of an essence of antiterrorist ideas, strengthening in people's consciousness of understanding that potential victims of acts of terrorism because of religious extremism won't be separate individuals and groups, but the majority of citizens;

–increase of professional competence of those who act as the translator of the state's official position in relation to confessional and national problems (the teacher, the inspector, the official, the propagandist etc.);

–development of specialized psycho-technologies and sense-technologies for realization of the directed and mediated influence on value orientations of the rising generation.

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Information methods of counteraction to extremism of ethnoconfessional orientation:

- active conducting of information and political actions influencing value attitudes of the population;
- conducting of general for all public authorities information and propaganda work directed on formation of society's negative attitude to radical religious, extremist and terrorist associations;
- creation of effective system of citizens' enlightenment on danger of terrorism, religious intolerance, genocide and other crimes generated by extremism and nationalism;
- creation of network of information sources providing reception of trustworthy information about terrorist threat and negative influence of the extremist organizations of religious and nationalist trend (magazines, sites);
- release of the exposing literature on negative influence of destructive religious trends and sects;
- popularization of positive experience of interaction of local governments, public associations and religious organizations.

In traditional classifications of kinds and methods of counteraction to extremism there are distinguished *power methods,* however, in modern conditions, instead of the power ones, in the foreground there moved political and ideological methods of struggle. Law applicable practice is called to play an important role. The special importance of power, political, ideological and law applicable methods of struggle against extremism means that ideological struggle moves in the foreground. Social associations, education institutions, mass-media, religious structures are called to take an active part in it.

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Psychological technologies of antiterrorist values' formation in the youth environment

At the present stage of development of political and socio-psychological life of our society, actually there is no popularization of technologies which will give the set of instruments to the one who is the carrier of social and state values (the official representative of the power, the journalist, the teacher, the instructor). Frequently the one who is entrusted with the function of formation of value orientations by the state and society, simply doesn't know, how he should influence the representatives of youth to help them to overcome stereotypic estimations of terrorist threats, defective values of various youth subcultures, not always admissible ideals imposed by mass-media. To make the state and society able to resist those negative influences which influence the youth more and more aggressively, it is necessary to develop the technologies of influence focused on convincing effect.

Key words: *terrorist propagation, ideology, antiterrorist values, psycho-technologies, sense-technologies.*

Conflicts on international and religious ground, murders of political figures, explosions in public places, capture of hostages, pogroms, all this is made by terrorists with a view to purpose of panic spreading, creating of atmosphere of socio-political intensity, influencing authorities for acceptance of decisions favorable to terrorists and extremists. In these conditions there appeared a necessity for revision of former views of a problem of formation of antiterrorist ideology on the whole. It can't be solved without scientific comprehension of the problem with reference to conditions of our country at the present stage of its development, without advancing theoretical researches and development of scientifically proved recommendations. Essential achievement in this sphere is development of a system of counteraction to the ideology of terrorism in the Russian Federation, where the aims, principles, problems and methods of realization of antiterrorist ideology are directly defined. The system of counteraction to the ideology of terrorism is understood as a set of activity of the subjects carrying out a complex activity on revealing, prevention and elimination of the reasons and conditions generating and promoting spreading of ideology of terrorism, set of struggle actions against informational terrorism, actions of minimization of consequences of ideological and informational threats of terrorist character. An important component of such system is developing of technologies of directed and mediated propaganda influence on value orientations of the population, different age, social, professional and gender groups (especially the youth).

However, at the present stage of development of political and socio-psychological life of our society, actually there is no popularization of technologies which will give the set of instruments to the one who is the carrier of social and state values (the official representative of the power, the journalist, the teacher, the instructor). Frequently the one who is entrusted with the function of formation of value orientations by the

state and society, simply doesn't know, how he should influence the representatives of youth to help them to overcome stereotypic estimations of terrorist threats, defective values of various youth subcultures, not always admissible ideals imposed by mass-media. To make the state and society able to resist to those negative influences which influence teenagers and youth more and more aggressively, it is necessary to develop the technologies of influence focused on convincing effect. There are such technologies in the world and native practice (for example, emotional resonance, social induction, fixing on authorities and etc.). They have proved themselves to be productive in formation of value-sense orientations of the rising generation. It is the positive pedagogical and psychotherapeutic experience, work experience of some social organizations and professional communities and, unfortunately, it is frequently the experience of those who spread the ideas of racial intolerance, catastrophic attitudes, form the "hero halo" round participants of acts of terrorism.

At youthful age the sense sphere is characterized by the processes of formation of world outlook and active will, own senses and personal values, formation of sense regulation system, which is characteristic for the mature independent person. It means that by 16-17 years the person leaves on the level of sense self-regulation which basis is made by possibility of world enveloping as a whole in the person's representation; the person has own, independent opinion, aspiration to make life decisions independently and be responsible for their realization; in the persons consciousness the sense caring values are crystallized and gain hierarchy.

To translate the convincing information which is while value only for the translator of the state and social values into the personally significant for the young man one, for the last it is necessary to show that actions and acts based on this information won't only contradict his value orientations, but also will promote satisfaction of his certain needs and correspond to his value expectations.

In the process of the convincing influence technologies' use there takes place the alienation of the young man's personality from the comprehended contents. This result can be reached during the directed influence of the translator using value and sense difficulties as problems on sense revealing or problems on distinction of senses as overcoming of value-sense barriers without decision of which each person starts to feel situation's conflictness or duality. During the "sense problem" solving, overcoming of value-sense barriers and formation of positive expectation in acceptance of the mastered contents, there takes place the internal work of personality on correlation of motive displays in several crossing each other planes: concerning the motive to external and internal barriers overcoming by the person for the sake of its achievement; on comparison of the motive with other acting in consciousness of the subject possible motives of the same activity; on the motive's estimation in its relation to the norms and ideals accepted by the person; on correlation of the motive with real possibilities, from the point of person's view, i.e. with perceived I-image; in comparison of own motive with prospective motives of other subjects. As technologies of the directed influence of convincing character there can be distinguished the following ones:

−direct influence on value-sense sphere of personality;

−use of identity with a view to form the given relation to a concrete object;

−use of stimulate motivation (in particular, competitive) as a factor of formation of certain senses through convention.

Being guided by features of organization of the sense searching activity of the person as condition of life experience comprehention (R.R. Karakozov), laws of sense coordinations, transformations of senses in joint activity and directed translation of senses in education (D.A. Leontyev), features of mechanisms of the choice psychotechnics (F.E. Vasilyuk), technology of sense didactic influence (I.V. Abakumova, P.N. Ermakov), there have been developed the technology which can be considered as perspective as a translating channel of the antiterrorist ideology formation in the youth environment. At the initial stage there was developed the procedure component of the convincing influences and in result this technology was focused directly on mechanisms of sense formation which is understood, in the modern humanities, as the process of spreading of sense from the leading, sense forming, "nuclear" sense structures to the private, peripheral, derivative in a concrete situation of displaying activity ones. It is objectivation of actual needs, in result of which the subject becomes the motive of activity, getting the corresponding sense; it is the processes of situational development of motivation in which the system of sense regulation of activity, providing realization of its motive, is formed; it is coloring in consciousness by personal sense of various fragments of the world image which act as purposes or conditions of activity realization. The procedure component gives a certain vector to the most sense saturated components of the comprehended contents and deduces their sense forming potential on a level of uncrystallized senses of the one cognizing. The procedure vector has two enough expressed directions – culturing (orientation on disclosing of sense pulsars of the comprehended contents as the carrier of "crystallized" sense and the sense forming context) and personification (orientation on disclosing of introspective sense potentialities of the one cognizing). Subjective experience of the one cognizing information, being closed on objective values or objectivated senses, is characterized by sense increasing which dynamics can be named as the convincing product – value increasing.

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Differential-diagnostic potential of «Elimination of the reasons and the facts of growth of extremism of ethno-confessional orientation» technique

In the article a diagnostic potential of «Elimination of the reasons and the facts of growth of extremism of ethno-confessional orientation» technique is considered, results of a pilot study of types of frustration responses which are connected to a situation of display of extremism in the youth environment, to a situation of threat of an act of terrorism and involving in an extremist group are adduced. Differential data (types of reactions concerning an age, gender and profession belonging) are analyzed.

Key words: preventive measures of extremism, frustration, ethno-confession, type of reaction, reflection.

Preventive measures of extremism in the south of Russia are a complex and multidimensional problem of ethno-confessional orientations. The most urgent orientation of preventive measures is forming psychological opposition to applications of methods of moral and psychological violence (threat, blackmail, display of power, categorical requirements, propagation of panic rumours) at learning youth and students.

«Elimination of the reasons and the facts of growth of extremism of ethno-confessional orientation» technique is an effective tool of preventive activity. Its main purpose is a development of skills of self-reflection in pupils and students such as: realization of his/her own place in the society, his/her own personal characteristics, his/her own behavioural reactions to those or other crisis situations which have become a part of our daily life today, realization by young people their own attitudes to various ethnic groups, representatives of other nationalities, confessional belonging, social strata. Preventive parts of a technique are teaching to additional knowledge of displays of terrorism and extremism, requesters and assassins of acts of terrorism, the way of a competent behaviour in order not to be injured and not the other to be injured; and forming needs to be interested in political world structure and to study world political mechanism of development.

«Elimination of the reasons and the facts of growth of extremism of ethno-confessional orientation» technique for individual subjects consists of two components: a projective behaviour's frustration test and a reflective game bearing an interactive character. The test is a modification of S. Rosenzweig Picture-Frustration Study. We have developed a typology of frustration responses which is assumed as a basis for estimations of emotional behaviour of a person in a situation of terrorist threat, and in a situation of display of extremism in the youth environment. The stimulating situation of the test picture-frustration includes a schematic outline picture which supposes three quite certain situations.

1. Involving in a group by means of threat, blackmail, display of power, categorical requirements. In incentive cards there are three situations: «who is not together with us that person is against us», «If you are not together with us your relatives will suffer», «If you are not together with us, you will have sorrowing».
2. Extremist display in the youth environment. It is supposed that for everyone tested it will be his/her own most significant situation: display of extremism with regard to a representative of another nationality, a representative of another social group, representatives of other status, confessional belonging. In incentive cards there are three situations: «Football», «A school desk-mate», «Bullying».
3. A situation of threat of an act of terrorism. There are three incentive cards: «Hostages», «A threat of an explosion», and «An attitude to an act of terrorism».

In all there are 9 incentive situations in which persons in a frustration situation are represented. All situations offered in the test can be related to a situation of «an obstacle» as in each situation any character or a group of people discourages, confuses with a threat or a word. The order of testing results' processing is similar to the analysis of answers in S. Rosenzweig Picture-Frustration Study [1]. Tendencies of responses are analyzed: an extrapunitive response means that reaction is directed to an alive or lifeless environment in a form of emphasizing a degree of the frustration situation, in a form of condemnation of an external reason of frustration, or in a form of imposing as a duty on another person to settle the given situation; an intrapunitive response means that reaction is directed by the subject to him/herself; the examinee accepts the frustration situation as favorable for him/herself, takes the blame upon him/herself or accepts a responsibility for improvement of the given situation on him/herself, an impunitive response means that the frustration situation is considered by the subject as insignificant, as absence of anybody's guilt, or something that can be improved by itself and it is only necessary to wait and think [1].

Initial results according to the given technique have been received during the youth antiterrorist festival hold in Rostov-on-Don, 2010.

The typical response of students to the situation of involving in an extremist group was a defense reaction directed to an alive or lifeless environment in a form of carrying his/her point with elements of condemnation of the external reason of frustration, and also a reaction of acceptance of a responsibility for the given situation.

In the situation of threat of an act of terrorism an intensification of reactions of satisfying the requirements for both groups are revealed: it is required, expected, supposed that someone must investigate the situation; the subject him/herself begins to solve the given situation; a hope is expressed that time and a normal course of events will solve the situation; and also a new type of reaction which has been only distinguished among women – it is a constructive position which consists in a consent to requirements and acceptance of the difficult situation such as «a capture», «hostages». There is also a difference in male and female response: fixation on experience of the information on an obstacle is peculiar to women.

The situation of extremism display in the youth environment shows identical types of reactions of both men and women: self-defense together with accusing a source of frustration and accepting a responsibility on him/herself. In the situation of involving in an extremist group a position of defense with elements of accusing an external source of frustration and a position of accepting a responsibility on him/herself are characteristic for both men and women. In the situation of a possibility of terrorist threat a block of fixation of satisfaction of need is intensified at men, namely it is required and expected that someone must solve the situation, they take a decision and accept a responsibility on themselves; at women a position of experience of the information about the obstacle is intensified. In the situation of an extremist display a block of fixation of satisfaction of need is intensified at men – there is an expectation that the situation must be solved by competent authorities, they accept a responsibility on themselves; they express a hope that a normal course of events will solve the problem, and a new type of reaction is an acceptance and a consent to requirements set by terrorists. At women a position of self-defense is intensified.

So, the results of pilot study of respondents of different gender (men and women) and a status belonging (students and teachers of institutes of higher education, and also teachers of high school) indicate the differential-diagnostic potential of the technique. Emotional respond in a frustration situation will be essentially different for different representatives of ethno-confessional orientation. Prospects of using the technique are to be considered.

1. Study of types of reactions of different representatives of ethno-confessional groups, post-conflict regions, and regions where military operations are carried out, extremist actions are often committed in a frustration situation.
2. Research of personal features of examinees with different type of frustration responds in a situation of an act of terrorism or a display of extremism.
3. Improvement of interpersonal attitudes in various institutions (school, high school, institute of higher education, system of further education, military units, etc.) with the purpose of preventive measures of extremist sentiments, a reflection of proper behaviour in frustration situations of involving, extremist behaviour and an act of terrorism.
4. Revelation and development of cultural and mythological stereotypes and attitudes, which are typical for various ethnic and confessional subjects, related to the different public and youth organizations, authorities, students.
5. Education of understanding of behaviour of other people in a frustration situation, development of skills of designing social situations and managing social processes on the basis of reflected forms of behaviour in a frustration situation of involving in an extremist group and an act of terrorism.

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Breus E.D.

Features of the student's youth ideas of an extremist-terrorist as the difficult partner of communication

The article is devoted to revealing of features of ideas of the difficult partner concerning various subjects of communication. In the article there are studied the indexes of difficulties in communication with various difficult partners (belonging and not belonging to extremist groupings) and their portraits are described. There are adduced the results of the research of existence of similarity and distinctions in the contents of the difficult partner's portraits.

Key words: *difficult partner of communication, complicated communication, subject-subject character of communication, degree of difficulties in communication, characteristics complicating communication, ideas of the difficult partner of communication.*

Last ten-fifteen years, all over the world they mark growth of violent acts by representatives of youth extremist organizations. Instability of social and economic conditions in our country can act as one of the factors provoking teenagers to unite in youth extremist organizations. Unfortunately, growth of aggressive behavior is fixed in various areas of the person's life activity, including among rising generation. Now, within the limits of native and foreign psychology there are conducted serious researches which subject is the extremism phenomenon. N.D. Levitov offers to study extremism as a mental condition and distinguishes willed, emotional and cognitive components in it [5].

As it is known, social ideas are a cognitive component of social behavior. Therefore the primary aim of the research is studying of the student's youth ideas of difficulties in communication with representatives of extremist organizations and their differences from ideas of difficulties in communication with contemporaries not entering into extremist associations. Difficulties in communication are connected with infringement of subject-subject relations and their transformation into subject-object forms, which is characterized by responsibility's shift off for destructive character of developing interaction, because partners see the reason of difficulties in each other. Change of the complicated communication situation everyone connects with the partner's change. Such ideas generate the whole spectrum of various mutual claims, requirements, threats [2, 3].

Thus, ideas generated among the student's youth concerning representatives of youth extremist organizations can provoke intolerant, subject-object forms of behavior and, thereby provoke aggression escalation in their interaction.

For the problem realization in the research there has been used the "Social-psychological characteristics of the subject of communication" technique developed by V.A. Labunskaya [4]. In the technique there are presented 5 groups of judgments reflecting social-psychological characteristics of communication process:

expressive-speech characteristics, social-perceptive characteristics of communi-
cation, features of relation-treatment, skills and abilities of interaction organiza-
tion and characteristic of conditions and circumstances of communication. As the
object of the research there were formal-substantial characteristics of ideas of the
other as the difficult partner of communication. Examinees answered the ques-
tion on how much does complicate the communication either characteristic of
communication of the partner (from complicates very much – 5 points, to doesn't
complicate – 1 point). The total estimation of the received points allows to receive
an index of difficulties in communication on each of five groups of characteristics.
Besides, the substantial analysis of characteristics complicating communication
allows to create the "portrait" of the optimum or difficult partner from the subject's
of communication point of view. The research carried out and the analysis of the
data received (formal indexes) has allowed to receive the following results. In the
table 1 there are presented the indexes of difficulties in communication with vari-
ous difficult partners of communication (belonging and not belonging to extrem-
ist groupings).

Table 1

**Degree of difficulties with various subject of communication among
the student's youth**

Subject of commu-nication - difficult partner	Groups of characteristics complicating communication (Average values)				
	Expressive-speech	Social-perceptive	Relation-treatment	Skills of interaction	Conditions of communi-cation
Extremist-terrorist	10,4	10,01	9,11	9,4	9,6
Not extremist	7,33	8,4	9,17	8,11	6,12

As we see from the tabular data the indexes of the degree of difficulties in com-
munication with difficult partners of various groups have essential distinctions prac-
tically in all groups of characteristics. Expressive-speech (10,4), social-perspective
characteristics of communication (10,01), and also characteristics of interaction
skills (9,4) and communication conditions (9,6) of the difficult partners from extrem-
ist organizations cause considerable difficulties among the student's youth. There
are no distinctions only concerning the group of relation-treatment characteristics.
The indexes on this group of characteristics complicating communication are equal-
ly high concerning the difficult partners from both groups. It is explained by special
sensitivity of the Russian mentality representatives to treatment and relation forms.
Thus, as it is visible, communication with representatives of extremist associations
is estimated by the student's youth as more difficult than communication with the
difficult partner from the student's environment who doesn't have an extremist ori-
entation.

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Let's carry out the comparative analysis of the content of characteristics complicating communication among the student's youth. Let's compare the substantial party of characteristics of the difficult partner of communication (belonging and not belonging to extremist groupings). For this purpose let's choose only those characteristics which have got the maximum points (4 points – complicates much and 5 points – complicates very much) among more than 50 % of examinees. Let's present the received results in each group of characteristics.

Ideas of an extremist as the difficult partner of communication.

Group of expressive-speech communication characteristics:

1. Silent speech
2. Paralyzed pose, motionless face
3. Long pauses in speech
4. Discrepancy of the partner's look to his words
5. Regular movement during communication
6. Frequent touches

Group of social-perceptive communication characteristics:

7. Inability to correlate action and deeds of people with their personality qualities
8. Inability to put himself on the other person's place
9. Aspiration to relate people to a certain type
10. Perspicacity: sees through people
11. Aspiration to estimate people on the basis of ideas developed in his environment

Group of relation-treatment characteristics:

12. Indifferent relations to other person (to me)
13. Suspicious relation to other people (to me)
14. Hostile relation to other people (to me)
15. Commanding relation to other people (to me)
16. Haughty relation to other people (to me)

Group of skills characteristics of interaction:

17. Habit to interrupt a conversation
18. Inability to give reason for own remarks, offers
19. Desire to impose own point of view
20. Concentration on own feelings and thoughts

Ideas of the difficult partner of communication who doesn't enter extremist groupings.

Group of relation-treatment characteristics:

1. Indifferent relation to other person (to me)
2. Suspicious relation to other people (to me)
3. Hostile relation to other people (to me)
4. Commanding relation to other people (to me)
5. Haughty relation to other people (to me)

Group of skills characteristics of interaction:

6. Habit to interrupt a conversation
7. Desire to impose own point of view

The analysis of the presented data allows to pay attention to considerable distinctions concerning quantity of characteristics of various subjects of communication complicating communication among the student's youth. As we see, students distinguish 20 characteristics of the difficult partner, representative of extremist associations, and only 7 characteristics of the difficult partner from their environment.

The analysis of the portraits of the "difficult partner-extremist" and the "difficult partner not extremist» shows the following. The difficult in communication partner-extremist, from the point of view of the student's youth, is a person who isn't able to correlate actions and deeds of people with their personality qualities, isn't able to put himself on the other person's place, aspires to relate people to a certain type and estimate them on the basis of the ideas developed in his environment (the social-perceptive group), relates to other people indifferently, suspiciously, unfriendly (with hostility), commandingly and haughtily (the group of relation-treatment characteristics); he is characterized by discrepancy of look to his words, paralyzed pose or regular movement during communication, frequent touches (the expressive-speech group). He has the habit to interrupt the conversation, is unable to give reason for own remarks and offers, desires to impose own point of view, concentrates on own feelings and thoughts (the skills characteristic of interaction). The "difficult partner not extremist" is a person who relates to other people indifferently, suspiciously, unfriendly, commandingly and haughtily (the group of relation-treatment characteristics), has the habit to interrupt the conversation and to impose own point of view (the skills characteristic of interaction).

As we see, in description of the difficult partner from an extremist grouping, characteristics of all basic groups are presented. In other words, the image of the difficult partner-extremist possesses certain generalization, i.e. in the student's youth ideas an extremist is the difficult partner in all manifestations of his interaction. While the partner from own environment can be difficult only concerning some skills of interaction.

Besides, in the presented portraits it is possible to distinguish similar characteristics. Thus, the relation-treatment characteristics concerning the representatives of both groups are completely identical as complicating communication. These characteristics concern: indifferent, suspicious, unfriendly, commandingly and haughty relation to other people, and also the habit to interrupt a conversation, desire to impose own point of view. The named characteristics are the indicators of the subject-subject character of relations infringement. For the Russian mentality representatives the infringement of the subject-subject character of relations is the strongest factor provoking difficulties in communication.

Thus, the received results have shown that among the student's youth it is necessary to form certain abilities in use of the relation-treatment forms not breaking the subject-subject character of communication that won't allow to provoke escalation of

aggression concerning representatives of youth extremist organizations, and on the contrary, will allow to build effective communication in any difficult situations with any categories of "difficult" partners.

The summary: the article is devoted to revealing of features of ideas of the difficult partner concerning various subjects of communication. In the article there are studied the indexes of difficulties in communication with various difficult partners (belonging and not belonging to extremist groupings) and their portraits are described. There are adduced the results of the research of existence of similarity and distinctions in the contents of the difficult partner's portraits.

Key words: difficult partner of communication, complicated communication, subject-subject character of communication, degree of difficulties in communication, characteristics complicating communication, ideas of the difficult partner of communication.

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Vassilieva O.S.

The role of the education in the sphere of the psychological health and creating humanistic system of values

This article treats as one of the leading factors of the terrorism prevention and the reciprocal aggression the degree of the adequate representations about Self, world, and ways of the interaction with it. It is suggested to make accents on the existential aspects in order to create holistic world outlook, humanistic aims and values. There are examples of two educational projects: «Retraining in the sphere of the health psychology» and «Health culture», through which they can realize the aims of the education which let to make the education of "mechanism of the sociogenesis».

Key words: *the existential aspects of the education, health psychology, health culture, paradigm of «Exist», paradigm of «Possess», holistic world.*

Life purposes, values, principles of the interaction, moral orientations of the man, representations of the happiness and ways to achieve it, are foundations of country customs, as well as the object of the management from the point of view of the state.

Regulating the process of creating world outlook and world view of the man, we build the future of the individuals as well as the society in the whole. One of the most important instruments of exercising influence on the process of forming life purposes is the educational system, strategic aim of which is showing horizons and opportunities for self-realization. The contemporary education is more and more concentrated upon such tactic moments called KSE (knowledge, skills, experience), improving the technology of the "industrial man". Undoubtedly, this technology must be effective at the period of the industrial revolutions, when it was necessary, in the literal sense of the word, to throw out the youth from the peasant environment, and, after giving them the necessary number of knowledge and skills, «put to the manufacturing machines». But we live in the informational, postindustrial society; at present we are going to the new stage, where the integrity and moral are the conditions for the further development of the humanity. Besides in our days we still keep the forms and contents of the education of the previous period, which do not answer the modern challenges (particularly for example to the existence of such reality as the terrorism). The time challenge is so, that, the main thing we should teach today is to be ready for the changes in the very quickly changing world and the ability to react according to the moral law inside us.

It has recently become obvious that the students prefer new interactive (dialogue, polylogue) forms and methods of teaching, and are also interested to the existential topics like "The man and his destination", «Life as the project», and others.

Comparing the contemporary students with those of the eighties and nineties, we can denote a number of the constructive changes in the students' conscious.

These changes start a lengthy discussion at the topics like: «Who Am I?», «What Am I?», «What world I would like to live in?», «What is the happiness?» and others, and also while doing special exercises, directed to improving of the consciousness of the being, reflection, conscious and transformation of the life purposes and values.

The students more often link their development to the opportunities for everyone; they demonstrate the comprehension of the respect to any life; realize the interrelations and the interdependence of the every being and the interconnection of everything; they recognize love, creativity, interaction, freedom as the most important characteristics of the life (paradigm «Exist»). However these representations are not dominant, because there are also other trends and brightly expressed tendencies, connected to the idea of the consummation, entertainment and pleasure, when the life purpose and condition of the happiness is having some material values and wealth, instead of the realization of their own creative and moral potential (paradigm «Exist»).

This tendency of the type «Possess, but Exist» in the contemporary socio-cultural situation is supported by the mass media and, incredible as it may seem, by the educational system, where dominates the formalism.

We are sure, that the new conscious, paradigm "Exist" is the best prevention of the terrorism. The creation of this conscious must be supported by the educational system, more flexible, designed to react sensitively to current socio-cultural processes.

We achieve this goal including into the educational programs of the three blocks:
1. Special – acquiring professional knowledge, skills.
2. Personal – realizing professionally important qualities and their development, potentials, resources, life purposes, values, contexts and their development.
3. Educational – knowing with the modern worldview, social, political and economic representations.

This is the combination of the three blocks will allow students to form the world outlook, including personal responsibility, the idea of the self-realization and duty; realizing the involvement into everything which happens on the planet; accepting the interdependence and equivalence of different cultures and religious confessions; understanding the necessity of the interpenetration and integration of religion and science.

This approach to the education has been realized by us through the two projects. One of them is the project «Retraining in the sphere of the health psychology». Another project – teaching the course "Health culture" at all the faculties of SFU.

In the frame of the project «Retraining in the sphere of the health psychology» we are oriented to the fact that one of the particularity of the contemporary life is the growing demand for the psychological knowledge, which allow to answer to the questions: what is the man, what is his place in the world and what are his purposes, values, senses. This interest is caused by removing ideological barriers for the spiritual

search, and new economic relations when the personal qualities become the basis of the man's competitiveness, and changes of life make everyone do some conscious choices.

Comparing with the classical academic education the institution of the post-graduate education is the flexible system, which should react to current socio-cultural processes. To fulfill this task we have created the educational program of the additional psychological education which must include the three blocks, which we have mentioned in the first part of this work. Namely:

1. Special – acquiring professional knowledge, skills.
2. Personal – realizing professionally important qualities and their development.
3. Educational –knowing the modern worldview, social, political and economic representations.

These three blocks together allow to make the education «the mechanism of the sociogenesis» [1].

The first block includes the basic psychological subjects, and also the opportunities of the maximum variety of the modern directions of the psychological practice. This knowledge will help every student s to find the direction for the following professional specialization, the maximum corresponding to his individual particularities and values.

The second block is dedicated to personal compound, because this is the specialist's personality is the instrument in the professional work. The conditions of осознания professionally important personal qualities and their development are:

– a large use of nontraditional interactive forms of the education (for example, transformation of the teacher from the lecturer into discussion leader);
– introduction of the number of the additional courses and trainings, directed to make think over the professional self-determination and individual style in the profession (for example, simulating the professional activity in order to create the individual professional style in the frame of the training);
– reinforcement of the existential aspects of the educational programs in order to create the holistic world picture (for instance, personal comprehension of such notions as «life», «death», «love», «happiness», «creativity» and others [3, 5, 6]; comprehension of the individual life purposes and values and their discussion in the group and etc.).

The third (educational) block is directed to the improvement of the general competence, letting to understand the life context, where the psychological problems appear.

In the frame of the project «Health culture» we solve the problem of forming the culture of the creative, active and happy life, which gives the students, the future specialists, the opportunity to understand their potentials and to find optimum style of life activity. Besides, the classes of "Health culture" help to create holistic world picture, where is no place to terrorism, the hate to terrorists, but there is a desire to realize the causes, the origins of this phenomenon and to search for the ways of changing Self and the world [2, 4].

The aim of the project «Health culture» consists not only in the translating concrete technologies of making healthier the organism and mentality, but in creating conditions, necessary, for inadequate representations as for changing stereotypes, attitudes, unhealthy attitudes, prejudices, as well as for creating the unique positive attitude for Self and the world at the deep worldview level.

The aims of the project are:

1) the students' training to the efficient technologies of the самооздоровления, self-regulation, overcoming negative consequences of the stress, extreme and crisis situations, creative self-development;

2) psychological and valeopsychological education of students;

3) correction of their inadequate attitudes and deficit representations about health, caused by insufficient knowledge and irrational use of their own interpersonal resources;

4) psychological help to students in the processes of the social adaptation and self- determination (in the form of the psychological consulting);

5) organization among students of the groups of the mutual assistance, clubs and circles at the basis of the ideology of the healthy life style;

6) trainings, workshops, groups of self-studies and personal growth;

7) translation to students of the basic principles of the healthy and integrated world outlook and self-attitude, creation of the stable skills of the holistic thinking.

The project includes the complex of the united general concept of the lectures, workshops and practical classes, training forms and individual consultations, and also the coordination of the work of the students' clubs and groups of the mutual assistance.

We would like to attract your attention to one more important compound of the educational process. It is a question of the communicative –educational –club space, in the frame of which they continue the process of the professional and personal growth of the listeners and teachers.

They create and realize the program of the thematic measures of different types: from the meetings up to special workshops and trainings.

In our opinion, объединение of the educational and communicative processes into the whole **пролонгированное space contributes to the improvement of the stu**dents' erudition and general efficiency of the educational programs.

The main particularity of the above mentioned type of the education doesn't consist in the forms and contents, but in relations of the mutual evolution of the teacher and the pupil. These relations suggest the trust, openness, equality, naturalness, facility, respect, soul generosity appearing in the process of the education. The main criterion of the assessment of this educational process doesn't only become the level of the professional training but the ability to perceive, analyze, and relate to life events (including such extreme things as the terrorism) through the prism of the condition of being, integrity and personal responsibility for everything happening.

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Vorontsov D.V.

Hegemonic masculinity and the mechanisms of domination relations in intergroup communication as social-psychological determinants of the terrorism phenomenon in Russia

In the article there are considered gender and social-psychological determinants providing steady support and development of terrorist activity in the Russian Federation territory; involving of new social groups into extremist practices.

Key words: *political conflict, hegemonic masculinity, domination mechanisms, intergroup relations, social-psychological determinants of terrorism.*

Terrorism as the extreme form of extremism is an ideology of political violence and practice of power pressure upon state power bodies and local governments, and also upon institutes of civil societies with a view to change the bases of constitutional system and to break the country's integrity. In comparison with other forms of extremist activity, a distinctive feature of terrorism is frightening of various strata of society which do not have direct relation to political opposition. This frightening is reached by actions leading to death or cruel traumas, or causing other considerable damage and grave consequences of material or psychological trend [4].

Acting as means of political violence, terrorism carries out the function of resolution of conflicts in an intergroup relations' system where there is a specific configuration of power, without which change elimination of terrorist activity is apparently impossible. According to the concept of Ralf Darendorf, the intergroup conflict arises in such a system of relations in which one group totally dominates over another [1]. As a rule, the conflict concept is used in case of infringement of the established order only on the part of the subordinated (rebelled) group. Meanwhile the conflict situation expresses a certain configuration of power in intergroup relations of essentially unequal partners. Hence, in the conflict there are always two, instead of one key agents, two, instead of one "responsible" parties. In R. Darendorf's theory any obvious conflict is only an iceberg top in a long history of domination and subordination relations. Meanwhile, from the dominating group's point of view this revolt always seems "unusual" in relations with the subordinated group, as mechanisms of vertical power in relations always hide true reasons of indignation.

Many factors influence the choice of terrorism as means of political problems' decision. There are many examples of involving of people from socially safe environment, including Russian, into terrorist activity (for example, the well-known terrorist Said Buryat). Another example is a situation of radicalization of Islamic community in the Tatarstan Republic. As Kazan theologian F. Salman (in recent times a mufti of Tatarstan) has noted in his report, among Tatarstan salafits not all are lumpens; they are children of well-being parents [2]. This circumstance forces to pay attention not on economic, but on social-psychological underlying reason of the extremist move-

ment. Among social-psychological factors of terrorist activity, in our opinion, the key are two: hegemonic masculinity construct and mechanisms providing domination/subordination during intergroup communication.

An important element falls out the analysis of the problem of terrorism for its understanding – the contents of the hegemonic masculinity construct extended in Russian society, in which violence is legitimate means of protection of honor and dignity, adequate answer on humiliation feeling. In the hegemonic masculinity construct violence realization is connected with access to the political power. Both terrorists and fighters against them (people representing Russian government) follow this construct.

Attempts to coordinate terrorist activity and occurrence of terrorist intentions with terrorist propagation only hide that circumstance that such propagation falls on the soil prepared long before its occurrence. Propagation simply uses that for a long time functions in minds of very different people adhering to cardinally opposite political views. They don't notice that the hegemonic masculinity construct is exactly that general basis which mutually supports their struggle with each other and provides a positive response in social groups which interests express both terrorists, and fighters against them. This is the hegemonic masculinity construct what starts a circular power antagonism: the more we increase "muscles" in fight against terrorism and the more we satiate social space with elements of power opposition to extremism, the higher and stronger becomes conscious attitude of people (including terrorists) that power decision of very different problems connected with infringement of someone's rights and dignity is the most optimum and worthy one.

When it is a question of Islamic terrorism (in narrower sense – the Caucasian terrorism), as an explanation lying on a surface there acts the thought on special Caucasian mentality in which violence is "normal" phenomenon combined with a high level of poverty. From this follows disposition to power redistribution of riches to which certain emissaries give a necessary political coloring, transforming usual gangsterism into armed ideological opposition. So to say, use a convenient occasion.

However, if to pay attention to social hierarchy in the country, to standard ideology, to character of interaction of the power and the population, and also to a contents of gender identity (masculinity and feminity) of terrorists and fighters against them, and to gender ideology (system of views, ideas of society construction and character of relations of men and women, their interests) there is a sensation that terrorism is not in a small degree supported by actions of Russian authorities. Patriarchal masculine character of the Russian political power is shown in various discursive forms ("to wet in a closet", "to cut to the eggs", "stick on a noddle", etc.). The hegemony of such masculinity is shown, first of all, in giving to violence of a function of the imperious man's attribute as legitimate means of achievement of political aims through total submission of others. Both heads of the country, and terrorists, operating the man-defender image (motherland, group interests, etc.) under influence of hegemonic patriarchal masculinity constantly have to prove to themselves and the others that they are worthy the power as "real" men, are capable to depress and destroy the opponent.

Patriarchal masculine attitudes in the "power vertical" authoritative system are reproduced at all social levels. In aspects of social hierarchy and character of interaction of the power with the people, as an essential element, supporting terrorism on the territory of Russia there acts the vertical of political power providing unconditional domination (hegemony) of certain social groups. For social groups this vertical creates unequal conditions in a decision-making process concerning their social future and mentioning key values and norms. A sensation of indestructible asymmetry between groups acts as key motive of violent overthrow of the totally dominating power.

According to Erica Apfelbaum, domination is shown in the following characteristics: a) all rights and privileges concentrate on one party and are defined only by the dominating group; b) only the dominating group has the right to establish borders, to define the nature of laws, duties and privileges; c) other groups don't participate in definition of rights and privileges taking into account their interests and, in a sense, are deprived of them [3]. Thus, the dominating power has no contractual basis that induces the infringed groups to use the force. After all they are politically "invisible", ignored, deprived of existence independent from the dominating group. But here there is one more important circumstance: at such relations any of groups can't exist independently from each other as domination always assumes those who will submit. Domination relations forcedly make subordinated groups for which account there establishes a misbalance of preferences and rights, providing advantage to the dominating group. After all it apprehends itself as the higher by the group status only under condition of comparison with those who are of lower status.

The dominating group is apprehended as a defender of universal norms and values which don't exist in such a universal quality. And norms and values which political opponents adhere, in conditions of the dominating power appear original and unacceptable for a whole social system. Domination is always built by a principle "We" – "They" that assumes stigmatization or hanging a label on an oppositional group representative. Such mechanism of marking of an oppositional force representative allows to exclude him from the process of interaction of the equals and to establish, as sole true, only values and rules reflecting the dominating group interests. Thus, in conditions of domination relations, rigid division on the ours and the others acts not simply as a social differentiation mechanism, but also as a mechanism of exception of subordinated oppositional groups, setting an identical destiny of invisible marginals to all of them.

The second mechanism of establishment of domination relations, parallel with stigmatization, is ungrouping (regrouping) of subordinated oppositional groups. Any group having independent, autonomous existence is a threat for the dominating group. Therefore the dominating group is compelled to organize the process of control of opposition, so that to provoke an internal split in it. This is a structure destruction what makes the oppositional group completely subordinated to the dominating one.

The dominating group creates illusion of homogeneous social structure with interests common for all and forms ideology according to which anyone can and should aspire to the uniform standard of life, irrespective of whether the person belongs to the dominating or subordinated group. In parallels there is created and supported a social structure, not allowing depressed groups to have space and means for realization of their interests.

Domination is also shown in a form of illusory social mobility and equality imitation through symbolical granting of equal rights and purely formal brining to life of a desegregation principle. Creation of formal equality is an obligatory condition for maintenance of visibility of social mobility and concealment of practices of representatives' of the depressed groups exception of the social system. Visibility of equality only strengthens the status of the dominating group as it supposes equality exclusively within the limits of a process of satisfaction of own interests, but doesn't suppose equality of different interests of suppressed groups. Therefore declaring of equality in conditions of the ideology of monolithic social structure is also directed on maintenance of total inequality though everything looks outwardly quite "democratically".

Maintenance of the illusion of equality of the dominating and subordinated group in power vertical conditions is also ensured through inclusion of some symbolical figures from the opposition into power structures and key social institutes, and also through creation of pro-imperious nonstate structures. However, these people and these organizations are limited in their actions on protection of the subordinated group's interests by obligations to the dominating group, the power on which basis they have been included "into the power". Also they assign them a part of "supernumeraries" in social reservations, called to show "representation" of interests of the not dominating group, whereas in these reservations the power doesn't create real mechanisms of realization of specific interests (distinct from interests of dominating groups). These "supernumeraries" can cooperate as the equals only with representatives of the dominating group whereas with representatives of the "own" group they can behave only from a position of the group dominating (actually, as "strangers" for it). Thus, they always are under the threat of "displacement" by the dominating group representatives, if they would start to express not its interests.

For maintenance of visibility of social mobility for the subordinated group, the dominating group uses a number of mechanisms of social control: under the guise of help, it chooses from representatives of the subordinated group those its members who can win from cooperation with it, from granting of possibility of social mobility.

As the next mechanism of maintenance of the dominating group status there acts a dissociation of the subordinated group members and blocking of possibility of communication between them concerning satisfaction of interests which are not entered into interests of the dominating group.

Maintenance of the dominating order is also promoted by a practice of breaking of cultural definiteness of the group: blocking of specific ways of self-expression of group identity (replacement of the specific group language, dialect, on periphery, and

its negative marks), negation of possibility of history of the group as a special generality able to have a way of development independent from the dominating group, underlining of dependent status in the group history, inability to steady and effective self-organizing, marginality of the group in its history of interaction with the dominating one.

The last mechanism of domination is regulation of channels and ways of expression of interests of the subordinated group. The dominating group monopolizes certain channels and legitimate ways of expression of interests (creates discrimination institutes and laws), translating satisfaction of any interests not entered into ideas of the dominating group into a category of illegal ones. Thereby, to the subordinated group it leaves a possibility to satisfy interests only by illegal means and transforms it into deviants' community, in relation to which the marginalization practice is only possible.

In result of action of these mechanisms of domination in intergroup political communication which is based as well on the patriarchal hegemonic masculinity construct, the vicious circle of relations in which terrorism is an inalienable structural component is started. Without rupture of this circle, refusal of hegemonic masculinity and power verticals, it is improbable to reduce influence of these social-psychological factors on terrorist activity.

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Gridneva S.V.

Development of communicative competence of each member of a family as one of effective means of preventive measures of ideology of extremism and terrorism

It is theoretically and empirically proved that one of a principal reason of emergence of a phenomenon of terrorism is a quality of relations in a family. The elaborated programme of psychological correctional training in development of communicative competence of each member of a family promotes preventive measures of extremism and terrorism.

Key words: *terrorism, reasons of terrorism, a psychological portrait of a terrorist, family as a resource of preventive measures of extremism and terrorism.*

The concept of terrorism has no standard definition. The interpretation of its content originates from different theoretical sources. I.R. Mikheev explains the given fact with complexity of the phenomenon of terrorism and reasons of subjective character existing at domestic and international levels [3].

There is a widespread opinion that «terrorism (from Latin "terror" – fear, horror) is a use of violence or a threat of its commitment concerning separate persons, a group of persons, or various objects, accompanied by frightening of the population and purposeful imposition of conditions of fear, depression, intensity in order to obtain political, economic, ideological and other results which are efficient for terrorists and represent an increased public danger and a public character of its commitment» [3].

Researchers examine reasons and motivation of terrorism from the point of view of both psychological reflection of objective parameters of the crisis phenomena of a society in its psychological state and results of comparative psychological researches of motivation of a real terrorist activity. Comparison of these two directions of the analysis allows us to determine a degree of a psychological state of the society for motivation of terrorism, possible prospects of the practical approach to the prevention and neutralization of spheres of terrorist activity [4].

At the same time it is marked in psychological researches of motivation of terrorism that an obvious psychopathology among terrorists is rather an unusual phenomenon. And there are reasons for this statement. In the domestic psychological literature personal determinants which frequently become incentive motives of the introduction of individuals to the way of terrorism are described: «a low self-esteem; an insufficient personal identity; hyper-concentration on protection of the own «Self» by means of a projection with a constant aggressive-defensive readiness; elements of splitting of the person; a strong need for joining a group, i.e. for a group identification or a belonging; experience of a great extent of the social injustice with a propensity to project reasons of the own failures onto the society; a social isolation and an estrangement, feeling of a presence at the far side of the society and a loss of life's prospect. And at the same time the given list of characteristics is not a generalized psychological

profile of the personality of a terrorist. In a number of cases political-ideological mo-tives of joining a terrorist group are of great importance. But these motives are more often a form of rationalization of more deep personal motives such as an aspirations for strengthening the personal identity and, that is especially important, needs of be-longing to a group» [4].

As a matter of fact «a terrorist group in psychological sense releases an individual from incompleteness or split of psychosocial identity. It becomes for him/her a stabi-lizing psychological basis, allowing hem/her to feel like an integral person; an impor-tant component of his/her self-consciousness and finding of the meaning of life; a powerful mechanism of spiritual, valuable and behavioural stereotyping» [4].

At the same time scientists studying the problems of terrorism consider that if in any cultural community and especially in multinational one there is no adequate re-laxation of a normal social activity and a normal social aggressiveness of an individual to socially significant purposes, they easily become marginal and take other shapes up to pathological displays in the form of narrowly national "ideological unity" or aggres-sion and fanaticism of small groups» [2].

However, taking only coercive measure is not enough to solve the problem of ter-rorism once and for all. Even having a well-organized reconnaissance, wielding the best methods of struggle against terrorism, the very education of the moral person is the most effective means of preventive measures of terrorism [2].

The terrorism is not a consequence of national, political or religious mistakes and exaggerations, but it is a problem of rather a low level of moral-ethical development which is equally urgent both in the Chechen Republic and in Russia. Therefore the best way for beginning preventive measures of terrorism is to start from oneself.

«Analysing the psychological state of the Russian society, psychologists proceed from its following understanding: it is a prevailing in the society as a whole and in various social and ethnic groups emotional-mental state (or a social-psychological cli-mate) through which attitudes of citizens to their life, their past and their future as well as their perception of the social-political reality, their views, spirits and tendencies of behaviour are interpreted. As a common parameter of the psychological state of the society such specific indicators as statistics of suicides, neuroses and psychoses, an oc-cupational traumatism, and also the facts of mental epidemics are used» [4].

The results of the analysis testify that parameters of «mental and spiritual health of the Russian society, its psychological state are at an unprecedented low level. For a large mass of the population it is primarily characterized by the loss of the life's pros-pects, hopes and belief in future; the loss of the meaning of their life; feeling of in-ability to overcome the life's difficulties, feeling of despair in an anemia; depression and unconscious neglect of their life and health; psychological readiness for mental infection and suggestibility» [4].

In V.A. Sosnin's opinion, the constructive solution of the problem depends on nec-essary in the given moment, purposeful, joint and coordinated reorganizations in eco-nomic, social and political spheres in our country [4].

Today the problem of terrorism disturbs everybody irrespective of what country he/she lives in and whether the tragedy has wounded his/her native and close people or has not. The terrorism brings an anguish of loss, indignation, tears, but at the same time it makes everyone think of the reasons of happening events and of what things pr actions we can do in the existing circumstances [1].

So, the personnel of the General Psychology Department of Psychology Faculty of the Southern Federal University have got a positive experience of preventive measures of ideology of extremism and terrorism. S.V. Gridneva, candidate of science in Psychology, an assistant professor of the given department has carried out a number of educational procedures (master-classes, seminars and trainings for schoolchildren, students and representatives of teaching staff of Pedagogical Institute and Psychology Faculty of the Southern Federal University, the Chechen State University, the Kabardino-Balkarian State University, etc.) which have been devoted to the insufficiently studied subject of family resources in antiterrorist activity.

The practical, learner-centered approach to the training organization has allowed participants to realize that the very family is a source of knowledge and comprehension of oneself and the own life-sense values by each member of the family; it develops a feeling of belonging at each member of the family, helps to form an active civic attitude, and also to design a psychological portrait of a terrorist, to analyse styles of family interaction which would be a resource for development of a humane person or, on the contrary, would promote a formation of culture of violence in the family, and, hence, the young generation of these families could belong to «a high-risk group» with a potential orientation to participation in extremist and terrorist groups.

Within the framework of educational procedures the participants have been offered a programme of a psychological correctional training and given an opportunity to take part in it personally while the trainer has a session with the audience showing effective techniques of working with a family. The participants at one time have had two roles: members of a family and experts.

Then applying the received knowledge and skills, participants of educational procedures have carried out independent work aimed at development of their own model of preventive measures of ideology of terrorism in a family taking into account regional and professional features of the participants.

Discussions based on the feed-back from this joint activity have revealed the novelty and unreadiness of the discussed problematics in theory and in practice, and also insufficient understanding by modern parents the necessity of forming the civil consciousness, the tolerant attitude to people and to the world as a whole, and other moral values at their children.

The first active productive steps to attraction of families to the state antiterrorist policy of have been taken in the Chechen Republic; and a positive experience of similar work of law-enforcement machinery, psychologists and families in the Republic of Ingushetia has been also submitted in the television program called «the Military program» by A. Sladkov on September the 18, 2010.

The results of final interrogations according to the questionnaire «Family as effective means of preventive measures of ideology of terrorism» which have been conducted in various groups of participants of educational procedures have shown that all respondents felt a state of an emotional comfort during educational procedures and realized the improvement of their own competence in communication as a necessary condition of an effective joint activity. 94 % of participants noted that during the training they so distinctly realized a huge role of quality of family interaction for preventive measures of ideology of extremism and terrorism for the first time. 88 % of participants declared doubtless usefulness of the given educational procedures for them personally. And 82 % of participant of groups announced their readiness to continue raising the level of their skills at this sort of educational procedures in the future. 73 % of participants highly estimated training hand-outs which, in their opinion, would help them during the work at the investigated problem in their professional activity in future.

Thus, it is possible to draw a conclusion that the system of psychological correctional training aimed at development of communicative competence in personal communication of all members of a family is in great demand. The literary data show that training is more intense and effective way of increasing personal and professional competence than many directive measures of compulsion, prohibitions and constraints, as it has got a learner-centered character. In our opinion, it is possible to effectively provide the professional psychological help to members of a family which has got «high-risk group» children and to those who has survived an act of terrorism, to increase their psychological competence and minimize their psychological difficulties in mutual understanding, to prevent extremist and terrorist activity with the help of trainings carried out regularly.

Our experience has shown that developing of communicative competence and an active civic attitude of each member of a family is a basis not only for personal success, but also for peace and safety of the country. Preventive measures of extremism and terrorism demand a lot of time and general efforts of family, educational establishments, public organizations and law-enforcement machinery. And in particular the sort of active joint efforts will necessarily bring positive results.

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Grishina A.V.

Psychological particularities of the youth perception of labor migrants' image translated by Mass Media

This article underlines the particular role of the mass media as the important compound of the civil society in the conditions of the modern information society. The mass media play a crucial role in building subjective picture of the surrounding world of the young generation, particularly, social reality in its different aspects; it means they influence the whole world outlook. Frequently, the world outlook is greatly transformed and distorted under Mass media impact, it leads to the transformation within value and context spheres of different social groups and, especially, of the young people .

Key words: *information society, value and context sphere of the personality, mental image of the world, intergroup perception, social stereotype, and social distance.*

In the contemporary informational society Mass Media play a particular role as an important component forming the civil society.

The phenomenon of Mass Media is the object of the close attention of Russian as well as foreign psychologists, sociologists, politologists, and linguists since 50-s of the XIXth century, it was thoroughly examined in the frame of the theory of social child-training practice (A. Bandura, G. Rotter, U. Michel), the theory of growing (G. Guerbner), the theory of the socialization (I. Meirovits, N. Postman, M. Rosenberg), the theory of the use and satisfaction (H. Blumer, E. Kats, F. Palmgreen, K. Rosengren), the theory of imposing the current discourse (D. Show, M. McKoms), cognitive theory of Mass Media.

In spite of the existence of the different approaches towards Mass Media, all the researchers agree in the fact that: Mass Media have a very big impact upon the audience in its real activity and in the value and context sphere of the personality, changing their motives, needs, attitudes, value orientations and creating stereotypes. This process is the most efficient towards the youth as the group which is exposed to any influence due the absence of the mechanisms of the counteraction to the information impact of the Mass Media turns to be the strongest and, so, the Mass Media are practically imposing the world image to the young generation.

Speaking about the influence of the Mass Media upon the value-context sphere of the personality, it is necessary to examine the notion of the «mental image». It is traditionally understood as the subjective world picture or its pieces, including subject, other people, space environment and temporary consequence of the events. «The mental world image» is studied in the works of A.A. Gosteva, B.M. Petoukhova, S.D. Smirnova, E.U. Artemieva, D.A. Leontieva. Transformations of the mental world image, as D.A. Leontiev points out, can be brought up by the stable features of personality structuring of the world picture as well as the momentary

impact of the immediate motives. E.U. Artemiev believes, that a lot of things also depend on the perceived objects and phenomena. The person has a priori the definite attitude towards most of them, it is the trace left from the interaction experience with these objects and phenomena, reflected in his life context and fixed in his personality in the form of the disposition structures and structures of the subjective semantics. At the same time new objects and phenomena from the very beginning evoke the biased attitude, they are assessed in perspective of their personal sense [4].

One of the most important aspects of the social reality, represented in the man's world image is the intergroup interaction of the representatives of the big social groups. The particularity of this interaction is that it can happen without natural communication between the representatives of these groups. That's why the considerable influence upon the social stereotypes in the process of the intergroup perception has the information translated by Mass Media. It creates the «second reality» in the man's world and it is immediately the way to express and the source to form the stereotype images of the representatives of the big social groups.

The social stereotype is defined as the simplified, schematic image of the social object (for instance, the image of the social group), widely spread in a particular big social group, which is characterized by a high degree of the individual representations about the group and the emotional complexion. The most examined forms of the social stereotypes are the ethnic stereotypes, which were studied by A.G. Asmolov, V.F. Petrenko, G.U. Soldatova, E.I. Shliaguina, T. Adorno, T. Pettigru, I.S. Kon, B.A. Doushkov, V.P. Levkovitch, N.G. Pankova.

Under the conditions of the contemporary informational society the process of the mutual perception of the big social groups goes out to a new level, because one of the main mediators in the contacts between groups are now the Mass Media. The Mass Media play the important role in building the subjective world picture for the young people, especially of the social reality in its different aspects, they take part in creating world outlook in whole. The studies of the image in the different social groups of the young people and the degree of the influence of Mass Media upon this image seem interesting, and this theme is not sufficiently examined. Every year the increasing number of the labour migrants as the social group evokes the ambivalent attitude of the local population, it leads to the escalation of the social tension and ethnic conflicts. The people who do not have the direct contact with migrants, often have the negative attitude towards them, probably it is created by Mass Media. In this connection, we decided to make a survey of the image of labour migrants among students as the active consumers of Mass Media. According to the objective reasons the students didn't face the problem of the labor immigration and do not have the experience of the direct contact with the migrants, that gives us the right to argue that the image of the labour migrant was formed indirectly and mostly under the influence of the ingroup opinion Mass Media.

In order to create the normal socio-psychological climate in the society, it is necessary to build and reinforce the tolerant relations between different social groups, it will prevent the development of such social phenomena as the extremism, terrorism, xenophobia, war conflicts at the racial and religious ground. The students, on one hand, is a social group, whose value and context orientations are enough flexible and subjected to different kinds of the transformations, but, on the other hand, this is the generation will be the foundation of the future society of RF. One of the ways of the influence upon value and context sphere is, of course, Mass Media.

The contradiction which arises between the necessity to study the value and context transformations of the young people and insufficient degree of studying these images, which Mass Media create for different social groups, and their impact upon the social and psychological situation in the society determined the problem of our research, the results of which are given in this article in brief.

The object of our research is the students of the high schools of Rostov-on-Don as the consumers of Mass Media. All the respondents were the people of the same generation (from 18 to 25 years old) and formed four groups. The groups were differentiated according to their future professions: psychologists, physicists, lawyers and economists. The experimental basis of the research выступали государственные ВУЗы г. Ростова-на-Дону: FSEI of HPE «South Federal University» and SEI HPE «Rostov State Transport University». 200 people took part in our research, among them 47 women and 53 men. All the respondents were asked to fill the forms of the tests and questionnaires. The procedure of the study was carried out by the method of the horizontal shear and it included group and individual work.

In the process of our research we used several group methods: theoretical analysis of psychological researches about the problem of our research; diagnostic empirical research using personal test methods, assessment scales (tests «Life purpose orientations» by D.A. Leontiev and «Value orientations» M. Rokich, express- questionnaire " Tolerance index" by G.U. Soldatova, «Scale of the social distance of Bagardous» in modification of A.V. Grishina, I.V. Abakoumova, 2 inventory-questionnaires by A.V. Grishina, I.V. Abakoumova); analysis, concentration; statistic data processing (Spearman's rho, Kruskal-Wallis one-way analysis of variance).

For the computer processing of the empirically received data we used the standard statistic methods and programs like «Microsoft Excel 7.0» and «STATISTIKA Stat Soft 6.1».

The survey has been conducted during 2 years and consisted of 4 stages: scientific and theoretical, organizational, psychodiagnostic and fixing ones.

At the first stage (2008–2009) – scientific and theoretical – we studied particularities of the value and context sphere in the contemporary informational society, а также проведен анализ basic theories of mass communication.

The second stage (2008–2009) – organisational – at this stage we created a plan of our scientific empirical research, we formulated the goal, hypotheses and tasks,

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chose the sample, elaborated the methods in order to collect the empirical material, we elaborated and approved the questionnaires.

The third stage (2009–2010) – psycho-diagnostic – suggested the psychological examination of the four groups of the students, divided according to their professional orientation, using the selected methods.

The fourth stage (2010) – fixing stage – assumed the generalization of the received data, revelation of the value and context spheres of the students with different professional orientation and comparison of the image of the labor migrant, translated by Mass Media, with the image existing among the students. At this stage of our research we have made some conclusions, formulated the principles, advanced for the defence, and have written the recommendations for Mass Media.

In the consequence of our study we formulated the following conclusions.

1. Under the stereotypes influence, translated by Mass Media, the permanent images appear in the youth environment, which transform the attitudes into the negative expectations towards the different social groups. The images created for the migrants, underline their incompetence, ignorance, the absence of the education and absolute disintegration into this society. Besides the negatively colored information about the migrants is more often connected by Mass Media to the certain ethnic groups, in consequence of which the auditorium has some ethnic stereotypes and prejudice.

2. The value orientations of the contemporary youth are most of all formed by Mass Media, which cause the transformations in the people's perception of one or another ethnic and confessional belonging, for instance labour migrants. One of the leading values of the student youth is professional self-realization and public recognition. Mainly in connection with this, the labour migrants are perceived as the competitor at the labour market, and, of course, leads to the non-acceptance of this social group in whole.

3. The image of the labor migrant in the perception of the students is greatly transformed. Outside of the professional orientation of the respondents from all the groups we have found the stable non-acceptance of the labour migrants of the particular category (workers), and, on the other hand, the unconditioned acceptance of the other categories of the migrants, which before the beginning of the study weren't related to the category of the «labour migrants», though they are really labour migrants (qualified specialists in different spheres).

4. It is necessary to apply a particular approach for the selection and translation of the ethnically colored information in Mass Media with the aim to develop tolerance and to prevent such negative social phenomena as phobia of the migrants and xenophobia. In this purpose we have created psychologically valid recommendations for the journalists and specialists working with the migrants in the state structures and public organizations in order to prevent negative attitude towards labour migrants.

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Dikaya L.A.

The reverse side of the creativity.
The role of the creativity in terrorism counteraction.

In this article the author considers the antisocial and criminal use of the creative abilities, the psychological aspects of applying nonstandard ways of doing terrorism acts, the opportunities of the creative approaches and tactics are analyzed. The directions to study negative social displays of the creativity are suggested in order to find new approaches to build the new concepts and practical methods for effective counteraction to terrorist threats.

Key words: *creativity, counteraction to terrorism, methods of discovering lies.*

The studies of the creativity are mainly concentrated upon the positive sides of this phenomenon, yet its reverse «dark» side at a considerable degree is ignored. However, this side doesn't only limit by the creative potential, of the intentionally directed damage to others, for instance, fraud, felony crime, including terrorism, but the occasional negative unintentional impact committing actions with good intentions [17].

While the creativity as an ability to make something new is often connected by researchers to personality self-realization, and their attention is concentrated upon its internal aspect, we should admit that the external influence of the creativity upon the social processes can be strong enough. Traditionally they believe that the idea of the creativity is certainly positive and socially approved, and the development of the creative potential, thus, is socially desirable. However, those, who want to cause the intentional damage to the others, use their creative potential with the evil intent, resorting to the same ways and the objective laws of searching for the new ideas in the same way when it is a socially-oriented creativity.

The modern scientific researches show, that the criminal «abilities» of many law offenders, without age or sex difference, are connected to the high-grade development of their creative potential. For example, the frauds are known by having well developed intellectual qualities – mental agility, prudence, disingenuity, cunning and etc., but by the creative character of the thinking and behavior; they are dynamic, their actions are constantly changing and renewed [16, 19].

The reverse side of the creativity is not underestimated by the terrorist groups. So, leaders of the terrorist group of «al-Qaeda» in Saudi Arabia emphasize the psychological effect of the «asymmetric» war with the use of non-traditional tactics of the military actions, new types of the weapons and technologies, which suggest nonstandard thinking and imagination, to catch the initiative and to receive the freedom of the actions [see 8].

The independent committee of the USA Congress, investigating the reasons of the terrorist attacks on the 11th of September 2001, in their report used the term «new type of the terrorist threats», underlying particular irregular approach of the terrorists

for carrying out their criminal acts. This nonstandard approach consists in application of the methods; do not fit into the system of the terrorism counteraction of the USA. Terrorists are searching for a breach in the system of the counteraction and deliver a blow into the most vulnerable spot [14].

Troshev G.N., analyzing the experience of carrying out antiterrorist actions in Daguestan and Chechnya, underlines, that the guerillas often take advantage of the nonstandard ways and combat tactics if they want to occupy the key advantageous positions, they use the camouflage security of the fire resources and terrain mining. Terrorists apply the tactics of the active combat actions by the small groups, conducting sniper shooting under the sound cover of mortar and shell firing, nonstandard tactics of the ambushing and sophisticated equipment to protect the operational site, they use the radio communication in order to disinform and etc [15]. In the report of the State-Defense Military Information Control Committee to the Congress of the USA «Tendency of the terrorism: 2006» they denote high creativity of the terrorists in the questions of carrying out attacks and propaganda, and also in the questions of the financial supply of their acts [cited by 5].

The above mentioned conclusions let us make the conclusion that the studies of the psychological mechanisms the reverse "dark" side of the creativity will contribute to discovering into в gist of the terrorists' actions and, understanding their possible plans, ideas and elaborating the same creative solutions for the terrorism counteraction.

In the number of the studies they enumerate the advantages of the creative potential applied in order to prevent terrorist acts [2, 17, 19, 20]. The difficulties linked to the intensification of the international tension, including those due to the terrorist threats, are mostly stipulated by the fact that, they do not almost use creative abilities to solve these problems. The creative approach to forecasting, prevention and counteraction of the terrorist threats must be the starting point for more detailed research [21].

Thus, Cropley and al., considering the key ideas of the creativity with antisocial orientation, distinguish a number of the principles, analysis of which may help to develop more effective ways for the terrorism counteraction:

1. The display of the creativity in actions of people with antisocial intentions doesn't depend upon their goal approval by the surrounding people.
2. The creative potential, with the «good», and the «evil» intent, is the competitive way to evade the society rules and laws. Its use can bring the benefit to those whom it is available.
3. Terrorist and antiterrorist steps must be analyzed according to the four essential parameters of the creative product: efficiency, recency, originality and simplicity (accessibility).
4. The more creative the ideas (it means newer, more original and more simple), the more efficient it is.
5. The newer the idea, the least efficient the standard ways of its counteraction.

6. The recency of the solutions decreases with the lapse of the time.
7. Revelation of the gist of the matter forces the decrease of its recency.
8. The decrease of the recency produces the degradation of their efficiency.
9. The creative counteraction to the terrorist solutions will accelerate the attenuation of their recency and efficiency.
10. Immediate pre-emptive antiterrorist decisions – are also creative decisions.
11. High-grade creative preventive antiterrorist solutions must be thoroughly thought about and prepared [17].

The need of the new nonstandard approaches and solutions for the terrorism counteraction is obvious. However, in many countries methods and tactics of the antiterrorist actions are spelled out at the law level, mostly it limits the application of the new nonstandard solutions for the terrorism counteraction. The particularities of the fight with the terrorism require the combination of the most updated and diverse ways, methods of the counteraction, different skills and technical equipment, skills to operationally plan actions and take nonstandard decisions in the quickly changing environment. In order to enlarge the creative field undertaking antiterrorist measures there is a necessity to introduce special amendments to the law, granting broad powers to the representatives of the force authorities in the fight with the terrorism, which will allow using more efficient instruments for the terrorist counteraction.

Surely, the problem of the creative nonstandard thinking is significant because we need to prepare the special antiterrorist riot police detachments. The necessity of preparing small, broadly trained detachments of the riot police for fulfilling nonstandard operations, soldiers of which will differ by the high cohesion and discipline, creative approach for solving different kinds of combat tasks and have abilities to solve independently problems in any situation under any conditions, has appeared long ago before mass terrorist threats. Many intelligence agencies while recruiting and training officers pay attention to their creative abilities. So, for instance, the procedure of the recruitment for the work in Israeli intelligence includes assignments, requiring nonstandard thinking and a quick reaction [10]. Analyzing the system of the officers' training of the riot police detachments, S.V. Kozlov remarks, that the main attention is attracted to the training of the students' combat fervor, and also the skill to think coolly and irregularly [6]. O.E. Riazanov, considering the particularities of the training and work of the snipers in the military actions, writes about the fact that the skill to think in unstandardized way is one of the essential professional qualities of the sniper which allow them to fulfill the task and survive [12]. In some foreign forces the instructors of the special detachments are obliged to artificially eliminate the «team instinct» in the process of the sniper training, because shooters must learn to think about themselves, to stimulate the choice of the individual characteristics to the weapon and visual security range, simultaneously making the permanent pairs (observer-shooter team), forming extremely cohesive small group [12]. Undoubtedly, in the next years the promising fighters who are universal ones, able to orientate and fight in nonstandard situations.

The application of the creative approach becomes important if we want to find crucially new methods of discovering terrorists, methods of the investigation of the terrorist acts, new approaches to the bomb diagnostics, forensic personality identification, while assessing subversive –terrorist susceptibility of civil objects, methods of getting the information about resources and the character of the terrorist threats while planning measures for their prevention [1, 7, 13]. Like this, the application of the method of the lie detection with the help of the polygraph allows during the three hours with the high fidelity to find people, involved in committing and planning of the terrorist acts, to determine the line-up and roles of the members of the terrorist groups, to clear out the details, tactics and mechanisms of committing a terrorist action [4, 9]. At practice they received the support and new methods of the assessment of the terrorism involvement of the passengers, which include the possibilities of pre-flight psychological testing («profiling»). They are– established in the large airports security terminals MindReader and SSRM Tek, quickly absorbing data and having cross-cultural adaptability due to stimulus-pictures [11].

In connection with the above-enumerated the current task is to make psychological practical programs designed to stimulate the creativity as the integrative feature of the personality, psychological trainings of the creative thinking and behavior for the officers of the antiterrorist detachments. The studies of the psychological, psychophysiological and neurophysiologic aspects of the creative activity will help to build reliable scientific basis to prepare the program of the trainings with the biological feedback, optimal for the creative functioning of the cortex [3, 18].

Thus, the studies of the nature of the «reverse» side of the creativity and its negative social influence may only contribute to the revealing and comprehension of the mechanisms of this phenomenon, and also will allow to choose the concepts and practical methods of the efficient counteraction to the most sophisticated nonstandard techniques of the people horrification by terrorists, prevention of the terrorist threats.

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Dikii I.S.

The possibilities of the polygraph application and search for the new alternative methods of the instrumental lie detection dedicated to prevent new terrorist threats

The article treats the possibilities of creating the alternative methods to the traditional polygraph checks, new methods of the lie detection with the help of the registration and the analysis of the evoked brain potentials, their application to verify the suspected people involvement into terrorist actions. It is underlined that the new methods have high reliability and validity to discover the hidden information about the terrorist acts at the stage of their planning.

Key words: lie detection, terrorism involvement check, evoked brain potentials.

While performing the task in order to prevent the terrorist acts we have largely used the special methods and technologies of getting information about resources and the character of the terrorist threats. They rather efficiently apply the instrumental lie detection with the help of the polygraph to achieve these goals. The possibility of the operational research using polygraph in order to discover the involvement into the terrorism of the people in the places of the large transport junctions (railway stations, airports) specify requirements to this kind of the checks: the operational surprise, mobility (possibility to be used in the field conditions) in combination with the high validity of discovering lie symptoms. So, for instance, the analysis of the results of the application of the polygraph checks in Krasnodar region showed, that this method allows successfully finding the concrete people, who are the members of the terrorist groups, and also details of the planned terrorist acts under short span time for the examination [7, 10]. Revealing the involvement into the activity of the terrorist groups is not necessary reduced to the illegal keeping of the weapon and the use of the weapon, explosive substances, it is often connected to the need of getting the information about the members of the terrorist groups, their places and plans [5].

In the operational plan, the traditional psycho-physiological instrumental method of the lie detection represents the permanent registration by the technical means of the vegetative human reactions, appearing in response to specially composed external stimuli (including the predeterminedly significant ones) and their following analysis about the presence or the absence of the secret information [11]. At present when they want to find the lie with the help of the polygraph, they register and analyze the changes of the electric skin activity (ESA) or psychogalvanic reflex (PGR), breath parameters, frequency of the arterial blood pressure (FAP), arterial pressure rate (APR) [6, 11].

However, the traditional method of the instrumental lie detection (or the method of the special psycho-physiological studies), based upon the complex registration of the psycho-physiological characteristics of the emotional state using the polygraph, has some defects. The accuracy of its application towards different tasks is about 80 %.

The main reasons of the mistakes while detecting the lies with the help of this method are the difficulties of the interpretation of the changes of the physiological indices, insufficient studies of concept of the lie discovering, shortcoming of the questionnaires, given to the man in the course of the testing. Besides, they have high requirements for the training, the level of the qualification and the degree of the specialists' objectivity, who carry out these studies [13]. When they speak about the reliability of the results after discovering the secret information, they should take into the consideration the state of the subject, character accentuation, particularities of the motivation and need sphere of the personality, particularities of the thinking style and lateral organization of the examined people [4, 6, 11, 15].

Due to this reason polygraph checks to the terrorism involvement have the multi-stage character: the identification of the person suspected as the guerilla who committed a crime; to identify the members of the terrorist group and the role of the person exposed to the testing; clarifying the unknown details, which permit to ascertain tactics and mechanisms of the terrorist actions; to discover the motives of the committed crime; to find the evidence and etc [10].

We think it is very important to choose, to combine the methods and tests for polygraph checks using the certain succession and keeping the exact informational and logic links. And though at the first sight the methods of the polygraph check of the people charged with the common crimes, doesn't differ from discovering people involved into the terrorism, there are some particularities in the last case.

So, U.G. Kasperovich, treating the personal and behavior particularities of the terrorists, underlines, that the terrorist behavior usually represents a kind of the bright and quite obvious variety of the antisocial, delinquent behavior. According to the general evaluation, this behavior to a certain extent is anomalous and inevitably includes some pathological components. It is generally accepted that the terrorist is — the personality with accentuation. It means that some certain personality features are expressed extremely powerfully, brightly; they deviate from the norm, which can in its turn tell on the symptoms of the vegetative reactions in the process of the lie detection [8].

It is important to distinguish the «real» emotions and «induced» which can be influenced by the numerous factors: the subject state, his intellectual and psychological features and so on.

Letting alone psycho- physiological aspect, the crucial compound of effective instrumental diagnostics of the lie is its methodic supply. If they want to test people, suspected in the terrorism involvement, they more often use the methods of discovering the hidden information (in different modifications), for example the test of the knowledge of the guilty and etc. «Prospecting test for the criminal past» is applied in the large scale [10]. It means that the methods of the knowledge of the guilty and other corresponding tests are oriented to the sufferings from the guilt after the antisocial act. The memory about this emotionally significant event is kept for a long time [1]. However, terrorists – religious fanatics, honestly believing in rightness of their actions,

do not feel guilty for committed criminal acts, which complicates their identification with the help of the traditional instrumental methods of the lie detection.

In this case, the method of the special psycho-physiological studies is the indirect method of studying lies, and the studied vegetative reactions are too slow and conducted with the delay, they are closely connected to the changes of the functional state and emotions which aren't specific towards the stimuli and tasks. Many critics insist upon the fact that the polygraph method of studying special psycho- physiological indices shows more often the emotions that the knowledge about some event [3, 12]. Besides, the intellectual particularities, character accentuations, the characteristics of the motivation and need sphere of the personality, particularities of the interhemispheric brain functional asymmetry and other factors may have the influence upon the development of the psycho-physiological processes, reflecting the lie reactions in their diversified displays [2, 3, 14]. The elaboration of the new reliable methods of finding out the secret information, based upon the registration of the objective neurophysiologic reactions, specific to the lie phenomenon display could solve this problem [2, 3, 11, 14].

The idea of using the special mental correlates while detecting a lie occurred to the scientists searching for the alternatives of the polygraph studies. As one of the alternative and perspective methods of the lie detection, the analysis of the bioelectrical activity of the cortex, the more accurate analysis of the «evoked potentials» (EP) in response to the presented stimuli is regarded. The advantages of this method consist in the fact that its application would allow to reveal the specific changes of the bioelectrical activity of the certain brain parts, connected to telling a lie. It is established that the lie process is accompanied by the changes of the evoked potentials N400 and P300, which can also reflect the reaction towards the occasional seldom exposed stimulus in the succession, the reaction of recognizing, appreciating of the stimulus significance, attention redistribution and data processing [16].

Basing on the results of the studies of the EP brain processes, connected to the lie, some contradictory theories were suggested. For instance, some scientists believe that the process of the lie is accompanied by the changes of the attention mechanisms, or changing the loading upon the memory mechanisms, or resolving conflicts, appearing between the processes of the perception and memory [3]. The search for the specific brain mechanisms, reflecting the realization of the false answer by the method of the registration of the evoked potentials, shows specific indices of the brain activity, which are special cases of the universal brain reactions to the realization of the incorrect action [9].

In the foreign publications they give already practical results of the application of the methods in response to the analysis of the event linked potentials (particularly, waves P300) to discover the hidden information, to find out the details of the planned terrorist attacks]. So, in the laboratory tests the experiments participants – «conventional» terrorists – were told about the details of conducting large terrorist act in several towns of the USA. They wanted to know the degree of remembered

information that's why the participants had to give the account of the detailed plan of the terrorist attack in written. In the process of the registration and the analysis of the component P300 among the participants of the experimental group («conventional» terrorists) and the control group (people who didn't know anything about the terrorist action) when the testers knew the details of the plan of the terrorist attack, conventional «terrorists», who participated in its elaboration, were found with the accuracy of 100 % [17]. It is necessary to underline, that the researchers for the first time used the methods of the registration of the evoked potentials P300 in the experiment scenario, where participants– conventional «terrorists» – were just about planning the terrorist attack, they didn't commit a terrorist act. But even during the experiment, when the researchers didn't know about the plans of the conventional "terrorists", the technology of finding out the secret information gives the possibility with the accuracy of 83 % to discover the members of the terrorist group and the critically important elements of the hidden information. Herewith, under laboratory conditions the participants were given only 30 minutes ("conventional" terrorists) get familiar with the details of the forthcoming terrorist attack. It is suggested that the real terrorists think about and many times study the details of the planned terrorist act, it leads to a deeper encoding of the memories at the neurophysiologic level connected to this event, and so far correspondingly, with high EP feedback to the presentation of corresponding stimulus, which increases the reliability of finding out the terrorist intentions.

The above enumerated, let us conclude that the elaboration and modification of the technology of the lie detection by the application of the neurophysiologic methods will allow to increase the objectivity of the detection of the hidden information in order to prevent terrorist threats at the stage of their planning. The combination of the traditional polygraph checks, oriented to the registration of the vegetative reactions of the people suspected into the terrorist attacks, with the new alternative methods, based upon the registration of the dynamics of the bio-potentials of the cortex, will allow increasing the validity and reliability of the check to the involvement into the terrorist activity.

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Ermakov P.N., Brizhak Z.I.

Higher education and the system of counteraction to ideology of terrorism

In the article it is realized the analysis of the system on counteraction to ideology of terrorism; there are distinguished its basic subjects: political, social-economic, legal, information-propaganda, cultural-educational, organizational. There are offered basic directions of work on counteraction to ideology of terrorism on the basis of higher education establishments.

Key words: *ideology of terrorism and extremism, counteraction to this ideology, prophylaxis of extremist moods in the youth environment.*

Today there is a sharp problem of distribution of ideology of terrorism and extremism in the territory of the Russian Federation. Growth of terrorist activity and cultural-moral intensity promotes increasing of potential of extremist groupings influencing key structures of life. Thus, it is marked the variety of forms of extremist and terrorist activity, aspiration for achievement of public resonance and population frightening. In some regions of the South and North Caucasian federal districts it is observed expansion of information, ideological, psychological, resource coherence of extremist communities and groups. In these conditions the rising generation of the South of Russia has appeared culturally to be the most unprotected category of population which is in peculiar value and spiritual vacuum. A part of youth has appeared to be disorganized, influenced by extremism and xenophobia, national cultures destroying traditional values and religions of the peoples of the SFD and the NCFD. Here it is expedient formation of tolerance, understanding of national-cultural features in the student's youth environment, which should allow generating the personality of the young man with steady civic stand, capable to resist the ideology of xenophobia and various extremist tendencies.

The international and native experience of counteraction to terrorism testifies that power methods of this problem's decision can localize a concrete threat of fulfillment of acts of terrorism only temporarily. But in general such threats will remain until there is a system of infrastructure's of terrorism reproduction. Key links of this system are ideology of terrorism and extremism, its inspirers and carriers, channels of distribution of the specified ideology, and also the persons falling under its influence ("the Concept of counteraction to terrorism in the Russian Federation"). That is why one of the major directions and simultaneously the major component of antiterrorist policy is formation of antiterrorist consciousness of population. Such kind of consciousness is a part of political consciousness and also aspires to preservation of the system of values which include interests of the state, political elite and other social groups.

In modern society it is very actual the direction of prophylaxis of extremist moods in the youth environment [5], eradication of social aggression at development of a system of measures on formation of antiterrorist ideology, and education of tolerant consciousness in the polycultural, multinational society.

Developing and realizing such programs it is very important to consider all factors of social adaptation of youth, namely the age, gender, social, cultural-ethnic, confessional, professional and, of course, personal [1, 4]. First of all, it is necessary to pay attention to formation of healthy interpersonal relations, respectful attitude to self and to another one among young men. Development of healthy personality, capable to understand and accept significant and insignificant other ones in society in many respects depends on comprehension of own motivation, own intentions, ability to operate own feelings and emotions. It is necessary to consider that the higher school more than ever is an object of great attention of ideologists of extremism and terrorism. One of the performers of an act of terrorism in the Moscow underground has graduated a pedagogical university; her parents are teachers at a secondary school. And whatever motives of participation in the act or terrorism there wouldn't be put forward as the cores, the fact remains: all these people have graduated. Besides, Islamic education has got a considerable development in the region. In the South of Russia there officially operate 30 Islamic high schools, from which 19 are in Dagestan, 8 are in the Chechen Republic, one is in Kabardino-Balkaria, one is in Karachay-Cherkessia and one is in the Astrakhan region. At the same time more than 2 500 young men from the subjects of the SFD and the NCFR are educated in foreign Islamic educational institutions. One more specificity of a situation in the region is a considerable quantity of Moslems among whom young men go on pilgrimage – umra and hajji (the quantity of pilgrims increases annually).

The process of social-cultural modernization in the SFD allows to speak about high degree of population's mobility and accordingly considerable migratory movements of various character and level, and as a consequence – mixture of cultures, values, languages, religions and traditions. Thus it is necessary to notice that outflow of the Russian-speaking population from the North Caucasian republics has got the mass phenomenon. Today at the highest state levels they start to speak about necessity of returning of persons of not Caucasian nationalities into the Chechen republic or Ingushetia [2]. The factors stated above stimulate intensity in international relations, accompanied by interethnic and interconfessional conflicts, as a result there is a tendency to formation of various oppositional groups achieving desirable result through active terrorist activity. Modern ethnic conflicts are also connected with growth of social and religious intensity caused by sharp falling of standard of living and breaking of cultural and religious values. Development and realization of the system of the state measures on counteraction to ideology of terrorism and extremism in Russian society are the complex problem demanding coordinated interaction of public authorities, support of public associations.

However efficiency of the directed antiterrorist state policy would be defined not only by positioning of this problem at the state level, but also by communicative readiness of those who work with youth and by the nature of professional work should become the translator of values of the culture of tolerant behavior [3]. In higher educational institutions such key figure is the teacher who acts not only as the carrier of certain communicative competences, but also really influences formation of value orientations of the rising generation. In this connection education can act as one of leading factors of formation of tolerance and prophylaxis of xenophobic and antiterrorist attitudes. And now we use education with this purpose extremely inefficiently. Textbooks, programs of special courses, standards of specialties absolutely aren't connected with problems of antiterrorist outlook, formation of Russian spirituality. Prompt dynamics of social-economic situation multiplies and aggravates various crisis phenomena, which get into various vital contexts of young men (family, referential, professional), aggravating internal contradictions between the personality and external environment, generating various personal transformations and crises. It is reflected in the process of formation of value positions of young generation which are frequently deformed and alienated from that is positively estimated by the society and the state. Now it is possible to ascertain that the state and education as its social institute, called to transfer and form value orientations and bases of a civic stand of pupils, in many respects has lost this real possibility. At discrepancy of the education system with the declared tendency in reforming of the country, transformation can have long character. Changes in life of Russian society have shown that now the content of education doesn't satisfy requirements of the society. In connection with a current situation education system standards are reconsidered. However, even new educational standards don't focus the teacher on how he should influence the student to help him to overcome stereotypic estimations, defective values of various youth subcultures, not always comprehensible ideals imposed by mass-media. To make education able to resist those negative influences which now more and more aggressively influence youth, it is necessary to develop technologies of the teacher's influence on the pupil, focused on convincing effect. An essential stage of convincing influence is formation of value-sense attitudes which in this context it is possible to consider as individual personal readiness of the subject of educational activity for tolerant ways of behavior, for steady antiterrorist position.

The strategy of designing of social-psychological effects during realization of the system of counteraction to ideology of terrorism and the state youth policy should define, first of all, priority directions of development of education which will be received by bachelors, masters, post-graduate students and ones working for a doctor's degree of various faculties and to form a basis for development of the concrete target programs, the perspective and short-term forecasts, corresponding educational, scientific and public initiatives, to serve ideals of the civil society in conditions of the strong, stable state.

In the system of counteraction to ideology of terrorism subjects of the higher school take a special place. First of all, how we define the SCITE. Substantive provisions and principles of its organization are put in the Strategy of national security of the Russian Federation till 2020 (confirmed by the Decree of the President from May, 12th, 2009, # 537) and the Concepts of counteraction to terrorism in the Russian Federation which open a reference basis of activity on creation of the system of counteraction to ideology of terrorism. The concept is based on recommendations of native and foreign experts developed by modern practice and theory. In particular, on the Global counterterrorist strategy accepted by General Assembly of the United Nations on September, 8th, 2006. Being based on these and other documents the system of counteraction to ideology of terrorism can be defined as a set of subjects (components) realizing complex activity on revealing, prevention and elimination of the reasons and conditions generating and promoting distribution of ideology of terrorism, set of actions on struggle against information terrorism, on minimization of consequences of ideological and information threats of terrorist character and development of technologies of the directed and mediated propaganda influence on value orientations of population, of various age, social, professional and gender groups. The basic subjects of counteraction to ideology of terrorism are: the state power bodies, executive power bodies of the subjects of the Russian Federation, local power bodies, public associations, organizations, business community, other institutes of the civil society.

Among the activity directions of subjects of the system on counteraction to ideology of terrorism it is possible to distinguish the following: political, social-economic, legal, information-propaganda, cultural-educational, organizational:

–political (normalization of socio-political situation, decision of social conflicts, decrease in a level of socio-political intensity, realization of international cooperation in the field of counteraction to terrorism);

–social-economic (improvement of social-economic situation in concrete regions and alignment of a level of development of regions, reduction of marginalization of population, reduction of property differentiation, maintenance of social protection of population);

–legal (laws on counteraction to terrorism and extremism, amendments to them, under-legal statements, decrees of the President, resolutions of the Government).

–information-propaganda (explanation of the essence and danger of terrorism, influence rendering on citizens (groups of citizens) with a view to form rejection of ideology of violence and attract them to participation in counteraction to terrorism);

–cultural-educational (formation of socially significant values in the society and tolerance education);

–organizational (expansion of SCITE by involving of existing subjects and strengthening of the new ones).

Practically the higher school is involved in each of these directions.

Thus, in the political direction it is, first of all, development of recommendations on elimination of the reasons and conditions promoting occurrence and distribution of terrorism; revealing and forecasting of terrorist threats, rendering of constraining and positive influence on behavior of separate young men or their groups inclined to extremist actions.

In the *social-economic direction* it is the directed work on social-psychological adaptation of students from postconflict regions; carrying out of actions promoting elimination of international contradictions (festivals, conferences, student's forums, ethnic holidays etc.); the missionary-educational work leveling distribution of inter-confessional contradictions in various regions, development of religious and religious-political extremism (Islamic, first of all), formation on this basis of the steady centers of inter- and interstate conflicts with participation of large groups of population (national diasporas, preaching and peace-making activity of representatives of various faiths, monitoring of value attitudes, various social, ethnic and age groups of population).

In the *legal direction* it is, first of all, development of projects of laws, concepts, positions etc., regulating counteraction to ideology of terrorism. Preparation and re-training of employees of the investigatory committee of the Russian Federation is very important.

In the *information-propaganda direction* it is the information-analytical activity (preparation and issue of every possible instructions, brochures, books, references, posters, social advertisement, press publications on activity of law enforcement bodies and antiterrorist commissions, creation of thematic documentary films and videoclips, etc.); propaganda activity; ideological activity (formation of religious and international tolerance, patriotism, healthy way of life, priorities of universal values etc.); organizational activity (assistance in activity of public and religious associations of constructive antiterrorist orientation; interaction with mass-media, carrying out of competitions on the best materials of antiterrorist orientation, conferences, meetings, "round tables", etc.); development of a system of social advertisement on propagation of antiterrorist values; creation of a system of preparation of experts in the field of counteraction to ideology of terrorism.

In the *cultural-educational direction* it is creation of modern territorially distributed information funds (electronic target libraries, campuses, etc.); support and development of original national languages, ethnic traditions etc.

Higher education blocks all three levels of the SCITE functioning – federal, regional and municipal. Therefore it seems to be expedient creation on the basis of the leading high school of the Russian Federation of a coordination center of counteraction to ideology of terrorism in the youth environment. The Federal universities created by the Decree of the President of the Russian Federation in each federal district, except the NCFD, could be branches, basic platforms of this center. Primary activity of such centers consists in coordination of work of mass-media, institutes of the civil society, business community, the Internet portals on counteraction to ideology of extremism

and terrorism, in tasks' setting and development of methods of their realization by the SCITE's subjects. Technologies and methods of realization of this primary task are well developed in the HS; here are:

- carrying out of conferences, round tables;
- development and introduction of technologies of the directed influence;
- development of programs and raise of qualification;
- preparation of a special contingent on counteraction to ideology of terrorism;
- organization under the separate plan of lecture and propaganda activities among population on the materials exposing complicity to terrorists from mercenary interests of officials, public organizations, commercial and enterprise structures;
- individual and group work with youth from the risk group, development of tolerance among youth;
- carrying out of youth festivals, forums;
- carrying out of psychological examination of all social programs mentioning international, interethnic, interconfessional, intercultural relations;
- development and introduction of programs of decrease in chronic stress among population;
- development and introduction of programs of decrease in chronic stress among the population;
- carrying out of competitions of journalistic and other materials on propagation of tolerance and discredit of aggressive-nationalist ideas in mass-media;
- formation of groups of volunteers concerning prevention and suppression of extremist actions in the student's and youth environment;
- carrying out of a competition among higher schools on the best social-psychological project "Increases of efficiency of counteraction to ideology of terrorism in the youth environment";
- development and introduction in higher educational institutions of facultative courses on training in skills of psychological and physical behavior in extreme situations;
- creation in high schools of interdiasporas' disciplinary councils into which there enter the most authoritative students of each diaspora which representatives study in a high school;
- assistance in integration of the foreign students trained in high schools into the youth environment of a city;
- carrying out of "friendship lessons", trainings of adaptation for students from various regions of the Russian Federation (especially from postconflict areas);
- organization of student's voluntary movement "Open hearts";
- regular (on a constant basis) carrying out of the international youth student's festival "The Caucasus is our common home" for the Southern federal university;
- creation of the service of youth help in crisis situations on the basis of student's psychological service of the SFU (it is while the first and unique in the country).

It is necessary not to forget about great potential of the scientific-research organizations and institutes in the HS structure which can and should conduct complex researches on problems of antiterrorist ideology, by monitoring of a social-psychological climate among the population of regions, carrying out of focus groups concerning counteraction to ideology of terrorism; to be engaged into studying of public opinion of work of public authorities and law enforcement bodies on fight against terrorism, working out on the basis of scientific approaches of indexes of estimation of crisis situations in the youth environment, in sphere of international, interconfessional and public relations; develop conceptual bases of the system of counteraction to ideology of terrorism.

An important link in the regional education system is formed by district, regional ministries and departments of education. They could play the great role in attraction of high schools, institutes of rising of qualification of teachers of the HS and teachers to this work. The major aspect is processing of school textbooks and programs; organization of training seminars for regional and municipal serving local governments, working out and edition of methodical recommendations on formation of tolerant behavior, working out and edition of methodical recommendations for schools, high schools, libraries on formation of antiterrorist values among senior pupils, students, etc. It would be possible to distinguish other kinds of activity of these subjects of the SCITE:

- creation of posters on antiterrorist subjects for educational institutions (for schools);
- development of other forms of social advertisement connected with antiterrorist values;
- organization of work of summer camps for students and schoolboys with an obligatory course of military-patriotic and spiritual education;
- creation at schools, high schools of volunteer groups ("help groups") for rendering of feasible labor and moral help to needing social groups (to lonely old persons, invalids, veterans etc.);
- organization of children's camps on profound studying of Russian and culture for children of migrants;
- support of activity of youth political clubs promoting civil education of youth;
- rendering of organizational and methodical help to the centers of assistance to employment of graduates, created in educational institutions of the higher and average vocational education of a city;
- development of collective forms of leisure for young families (clubs of young families);
- organization and carrying out of city military-patriotic actions within the limits of celebrating of the Victory Day in the Great Patriotic War, and also the state holidays of the Russian Federation devoted to memorials of history of Russia;
- use of antiterrorist symbolics and attributes at carrying out of youth mass actions.

In conclusion I would like to repeat once again: it is possible to eradicate terrorist and extremist influence on youth only together, and we, everyone who works in the education system, should remember our duty.

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Problem of forming world outlook safety as means of preventive measures of extremism in the youth environment

In the article the role of world outlook safety in preventive measures of extremist sentiments of youth is considered. Influence of youth subcultures on forming of specificity of outlook of young generation is revealed; priority of spiritual-moral education of rising generation in guaranteeing national safety of the country is proved.

Key words: *safety of a person, world outlook safety, culture of safety, extremism, youth subculture, spiritual-moral education, humanistic outlook.*

High speed of changes, cardinal renovation of a way of life, deletion of economic and information borders have also caused global changes at a mental level of the society.

Today values of morality and culture which were the basis for the previous epochs are promptly changing. The outlook of a person which has been developed as a result of education in the family, traditional education and influence of mass media, does not correspond to those life's conditions in which the society is immersing in a new, postindustrial epoch.

Against a background of global changes of the world there are also changes at the level of separate states. The Russian society experiences now a deep spiritual-moral crisis. The modern young generation is under extraordinary rigid conditions of the natural and social environment which is characterized by extreme ideological, socio-political and economic instability and uncertainty. Under these circumstances the problem of safety is becoming of current importance. The new epoch demands forming a culture of safety on basis of applying scientific approaches and systemic involving safety issues in education of youth.

In the Concept of national safety of the Russian Federation it is declared that «maintenance of national safety of the Russian Federation also includes protection … of a spiritual-moral heritage, historical traditions and norms of a public life …, forming the state policy in the field of spiritual and moral education of the population, and also includes counteraction to negative influence of foreign religious organizations and missionaries» [2]. The problem of spiritual, **world outlook** safety in the today's world is put in the forefront in the life of a person, public institutes, the state, the mankind and the world on the whole.

Modern scientists point out that safety of a person depends not only on his/her personal behaviour, but also on quantity and power of the threats which are formed by the environment (natural, social, technogenic). The future of the society depends not so much on the taken measures of providing safety as to a greater extent on an orientation of consciousness of people, on world outlooks of individuals. The world outlook represents a system of views on the objective world and a place of the person

in it. Everybody has got a different world outlook including a system of values and purposes of sensible life activity. But for surviving the society the world outlooks of different people should include a common component.

Long-term alienation of the person from genuine spiritual culture, national roots and traditions, from belief which is characteristic for our society has result ed in crisis of the public consciousness which has expressed in the extremely adverse public atmosphere: intensifying criminogenic state of the society; increasing in crime (including children's); violence; open propagation of dissoluteness of morals and manners. Especially complicated situation has developed in teenage and youth circles.

Teenagers and youth as the most socially unprotected group of the population fall under all kinds of influence and value-sense transformations strongly. The modern youth faces great changes and great uncertainty and obscurity that in turn raises its anxiety for the future and causes a desire to relieve this anxiety, but, unfortunately, not always in the constructive ways.

Exactly the youth represents a high-risk group inclined to aggressive-extremist actions. Owing to their age, young people are characterized by such psychological features as: maximalism and nihilism, radicalism and intolerance, recklessness and irreconcilability, inclination to sectionalism, world outlook instability and failures in searching self-identity which under the certain life's conditions and availability of a nutrient medium can become a starting mechanism of their antisocial activity.

Today extremism as an adherence to extreme destructive views and measures in youth environment has gained quite a wide ground. The favorable conditions have developed for forming extremism in the modern youth: a high uncertainty of the future, marginality of social positions, irrelevance by the society, a cult of violence in mass media, availability of negative information by means of the Internet.

Youth adherence to ideas is expressed more strongly in comparison with other social groups of the population. They are inclined to forming different associations. In communities of young people their own cultural norms and attitudes are naturally formed, peculiar values are cultivated, generation factors which can become a basis for psychological opposition between «we» and «they» take effect.

Norms and values distinguishing a youth group from the majority of societies are called subcultural. They are formed under influence of such factors as age, an ethnic origin, religion, a social group or a place of residence. Values of subculture influence forming the personality of a member of the group. They do not mean refusal of the national culture accepted by the majority, but only find out some deviations from it.

If the youth subculture is formed on basis of norms and values distinguishing it from the majority of societies, the formal youth culture is based on values of a mass culture, the purposes of the state social policy and the official ideology.

Researchers Morozov V.V., Skryabov A.P. analyzing specific features of the Russian youth subculture discover their role in forming world outlook of youth [4].

Examining features of entertaining-recreative orientation of subculture, authors indicate that alongside with a communicative function (dialogue with friends) leisure

basically carries out a recreative function (about one third of senior pupils note that their hobby at a leisure is «idleness»), while cognitive, creative and heuristic functions are not realized at all or are realized insufficiently. The youth basically adheres to values of the mass culture broadcasted by means of radio and television.

Analyzing the role of «Westernization» («Americanization») of cultural needs and interests of youth, a supplanting by schematized stereotypes, by patterns of the mass culture directed to implantation of values of «an American way of life» in its primitive and facilitated variant of values of the national culture is noticed. In cultural self-realization of youth it is observed a thoughtless contempt of such «out-of-date» values as politeness, mildness and respect for neighboring people to please fashion, pragmatism, cruelty, and intemperate aspiration for material welfare.

Researchers pay attention to a priority of consumer orientations of the youth over creative ones. As a rule, creative self-realization is in marginal forms. In youth subcultures an individualization and selectivity of culture are faintly watched.

Group stereotypes and prestigious hierarchy of values are based on cultural conformism within the framework of the informal group of communication and on aversion of other values and stereotypes.

As a rule, leisure self-realization of the youth takes place outside of institutions of culture and is rather appreciably caused by influence of the only television that indicates an extrainstitutional cultural self-realization.

And at last, there is a lack of ethnocultural self-identification which characterizes the person as the citizen and the patriot of the country. Unfortunately, national culture (traditions, customs, folklore, etc.) are perceived by the majority of the young people as an anachronism.

Developed position of youth subcultures is a reflection of the changes which have taken place in the public consciousness and the state policy. The Russian Federation has lost its official ideology, and the society has lost its spiritual and moral ideals. Spiritual-moral teaching and educational functions of the working system of education turn out to be minimized. As a consequence of it the totality of the value attitudes inherent in mass consciousness (including children's and youth) is in many respects destructive and destroying from the point of view of development of the personality, the family and the state.

In this occasion it would be pertinent to quote F.M. Dostoevsky: «the Nation, having stopped to live by the great idea, is doomed to extinction». In the face of the Russian Federation and the society there is a problem of developing the national idea which can become an effective antidote against extremism.

In this connection the problem of spiritual-moral education of the rising generation has got the extreme significance, and, without exaggeration, today it should be comprehended as one of priority in providing national safety of the country.

Taking into account continuity and succession of modern education (kindergarten – school – institute of higher education), it becomes obvious such problems as development of a person of a safe type of behaviour, increase of social-psychological

competence and the level of world outlook stability of children and youth in view of age features and features of modern social reality. Modern education should be directed at forming in a person both moral world outlook stability and tolerance. Having established a world outlook orientation as a fundamental principle of studying various subjects, it is necessary to organize educational process in such a way that it could result in perfection of moral qualities of the personality of a trainee and formation of psychological readiness for all kinds of psychological and ideological influences including extremism.

The world outlook was always a central point of struggle of various social groups of the population. It was always and remains a determinating and the most effective factor of any political and economic system in its struggle for existence. The supreme, value level of the world outlook, explaining to peoples and generations senses and purposes of their life, was always the basic social cultural layer.

The humanistic world outlook cannot be simply assimilated, «found» from books; it cannot be imposed on somebody by someone. It is a sphere of moral, aesthetic, political consciousness; these are personal views and beliefs experienced and deeply realized, which determines spirituality, value orientations of children and youth, their own «Self», creative and active attitude to the world, to people, to their place in the society. But for this purpose young people need a certain social environment, an education, and help on the part of teachers and scientists in searching truth of their existence, their world outlook [3].

«In order that theoretical knowledge has become a genuine "guide to action", it should have passed a complicated way of penetration into the inner world of a person, undergone a transformation of «knowledge into beliefs», for the own nature of world outlook has not got a theoretical, but a spiritual-practical character» [1].

The modern educational environment has got certain resources in the field of forming world outlook safety of children and youth. Mastering principles and methods of cognition of the reality, enriching with the system of spiritual-valuable orientations make the person more stable to all kinds of influences of world around and promote development of a person of the safe type of behaviour.

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Kara Zh.Jh.

Forming tolerance during creativity

Today the problem of existence and expansion of ideology of terrorism and extremism has been remaining urgent almost in all territory of the Russian Federation. In our country and all over the world there is a vast variety of nationalities which in turn have its own culture, religion, art, canons of behaviour, etc. In our opinion, taking into account well-known risk factors of rise of terrorism, one of the basic factors is psychological factor which has to be worked with in the first place. Nothing is so important for a person as psychological confidence, psychological stability, etc. One of the psychological approaches drawing us to forming tolerance and preventing terrorism is aesthetic that is by means of art.

Key words: *distinctive features of terrorism, obscurity, understanding of tolerance, migration, culture, creativity, forming of tolerance, psychological adaptation.*

In the modern world the phenomena of terrorism and extremism have been occurring. In the course of time the form of these phenomena has a tendency to change, transformation. Distinct and steady forms of a severe and sophisticated strategy of frightening of the population are observed. «In this connection the necessity of effectual measures directed to destruction of ideological foundations of terrorist movements and organizations, to reduction of their social base, revealing and suppression of the centers of ideological maintenance and support, to creation of more mass public isolation and condemnation, concentrating efforts on stratification of the terrorist community is obvious» [5].

Distinctive features of terrorism are well-known. «The high public danger arising as a result of commitment of socially dangerous actions», «public character of execution of dangerous actions», creation of situation of fear, tension and threat of violence are related to them. In addition to physical influence on people, psychological influence is also distinguished. It adds up to a certain style of personal behaviour and behaviour thrust upon other people [6].

The primary intent pursued by preventive measures against antiterrorism and ideology of terrorism and extremism is regulating such processes as social, political, economic, which influence the situation in the field of counteraction to terrorism, as well as strengthening tolerant environment, tolerant communication, tolerant actions which are grounded on values of a multinational society of our country, principles of observance of human rights.

If to take into account well-known risk factors of occurrence of terrorism in our opinion, one of basic factors is psychological with which it is necessary to work first of all. Anything so is unimportant for the person as psychological confidence, psychological stability, etc.

In our opinion, taking into account well-known risk factors of rise of terrorism, one of the basic factors is psychological factor which has to be worked with in the

first place. Nothing is so important for a person as psychological confidence, psychological stability, etc.

The phenomenon of migration of representatives of different nationalities all over the territory of the Russian Federation and all over the world in general continues to be observed. The modern world becomes more and more mobile. The reasons for migration can be various: professional, health, personal, religious, world outlook, nationalist, etc.

Today the problem of existence and expansion of ideology of terrorism and extremism has been remaining urgent almost in all territory of the Russian Federation. One of the steps drawing us to forming tolerance and preventing terrorism is aesthetic that is by means of art. In our country and all over the world there is a vast variety of nationalities which in turn have its own culture, religion, art, canons of behaviour, etc.

In our country, and everywhere on our planet exists big diverse nationalities which in turn have the culture, religion, art, canons of behaviour, etc. In our region there are many different nationalities and the population constantly faces a problem of incomprehension and intolerance. One of the factors of their display is ignorance of features, especially cultural, national, religious, creative, etc.

In any society transmission of its customs, rules, cultures to the young generation is absolutely logical. But in the context of the problem of population's migration there is a necessity of familiarization of other peoples with the cultural common property of the native people living, in particular, in the territory of the South of Russia, in order to expand mutual interest, aim at cooperation and, as consequence of it, to develop tolerant consciousness. Interaction of cultures assumes tolerant communication of their representatives. And having known the features of other cultures tolerant communication is possible.

The transmission and assimilation of values, ideas, stereotypes of other peoples take place by means of acquaintance with their art. Due to art the outlook extends and world perception of both a separate person and a society as a whole is formed. And, as the result, tolerable attitude to other people, culture of communication, mutual understanding and tolerance are formed.

It is generally known that in order to get acquainted with a representative of another culture a first step to find contact is a necessity of gathering information about the culture of the given representative. And the first that arises in a mental image are images of works of art (painting, drawing, arts and crafts; music; literature, dances, etc.). Therefore we can surely speak about importance of this component in training and education of rising generation. Art forms emotional-valuable and behavioural reactions of pupils and children fix social-moral experience of orientation in many life's environments as art reflects life.

Life, represented in pictures, described in literary works, expressed in dance, teaches people, representatives of different nationalities, to see it, to understand it, to feel its profundity and beauty. By means of art it is the most comprehensible and

interesting to teach a person to perceive interrelations of an objective world and living phenomena, to form attitude and feelings, conceptions about beauty, good, decency in accordance with cultural traditions of different peoples.

The concept of tolerance is many-sided and includes the most different sides of interpersonal relations. And work on forming tolerant consciousness at young generation should be so many-sided and multi-directed. It is difficult enough to speak about forming a tolerance to another person when it is a question of national and religious differences. It is connected to a natural instinct of a person which is displayed in alertness and aversion of everything that is unfamiliar, unknown and alien. Having known it, we should gather information about different cultures in order to form a tolerant attitude to strangers. And, as a consequence, we will transfer from an «alert, unacceptable natural human instinct» into an «area of knowledge and understanding». And so an opportunity of observation, research, interaction and mutual enrichment is appeared.

«Thus, the problem of forming a tolerant consciousness turns out to be more than urgent, and its solving … demands a comprehensive approach, organizing a certain system of purposeful actions, both at a level of each educational establishment, and in wide frameworks of all Russian education. And this process should be multi-directed and multi-stage» [3].

In particular by means of art the way to a world history and culture begins. Their knowledge is an integral part of education of a tolerant consciousness. In our opinion, exactly art has an integral and comprehensive influence on young generation, on their spiritual, emotional, intellectual and physical components. The spiritual-practical attitude of tolerance to the reality becomes apparent in a practical, active, origin of a person.

Creativity has got deep national roots initially. The folk art gives us patterns of deep in a creative intention and exclusive in beauty art values used in a daily life. M.A. Nekrasova in her book «Folk art as a part of culture» continues developing a direction of an idea of V.S. Voronov, determining foundations of a folk art and revealing its features, emphasizing it as a special type of art creativity. «Folk art attracts as an alive creativity and establishes its superfine, at times invisible ties from nature to a person, from history to the present. Images of folk art compensate the very harmony of the world without which is impossible a human life, preservation of culture…» [3]. in L.S. Vygotsky's opinion, an objective criterion of creativity, in the broad sense, is creation by a person the new, «it doesn't matter whether it will be originated by a creative activity, by any thing of an outer world or by known activity of mind or feeling, living and being discovered only in the very person» [1]. Familiarizing children with creative activity is a system of joint literary, musical, graphic, choreographic activities of a teacher and a trainee. The system is actualized on the basis of co-operation, consciousness, co-authorship, contemplation, doubt, empathy, preservation, the coordination, and other ways of coexistence which reflect an event-trigger character of studying of phenomena of art culture. Lesson existential in character allows a teacher

and a trainee to reveal a phenomenon of art culture as an event of human life causing empathy to the studied fact of the past and the present from the position of its spending «here and now».

So, by means of emphasizing the essentials in creativity, we can observe the act of creating a world view through an internal activity of a person which helps to overcome alienation between the nature and the subject. Acting, creating, the person envelops internal feelings in certain images, and this spiritual-creative state unites all creators of different nationalities. It indicates that a creator speaks by his/her soul irrespective of a national identity and it is clear for everybody all over the world. In such a way, one step to overcoming the unknown is taken, the tolerant attitude is established, and it is expressed in familiarizing with creativity and culture. Studies of fine art take a significant place in forming a tolerant person as a transmitter of national cultural traditions and a creator of culture of the world. Art cannot be only contemplated; it is possible to stay in it. It develops emotional-valuable and behavioural reactions of the trainee, teaches harmony and creativity, trains feelings, emotions and character.

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Application of the projecting method in development of tolerance of teenagers

In the article it is examined the method of projects as a form of correcting-developing work directed on development of tolerance of the teenager. It is resulted the experience of projecting activity of the Center on work with gifted children, the "Gift", directed on formation of tolerant attitudes among pupils of municipal educational space of Rostov-on-Don.

Key words: *tolerance, extremism, intolerant behavior, teen-age, method of projects.*

Problems of extremism, international difference, acts of terrorism are inherently unique and have no analogs. The matter is that a couple of decades ago these problems simply didn't exist, but today they concern all spheres of our society: policy, economy, culture, education, science and even art. Who could think not so long ago that the city which went through 900 days of blockade would be covered with drawings of fascist swastikas, that in the center of one of the largest cities of the world they can impunity blow up two skyscrapers, having taken away lives of thousands innocent people; was it possible to imagine that they would attempt on the most sacred – maternity hospitals? And, nevertheless, today it is a part of our life. To a great regret, we have got used to this reality: we say that they have killed a black student again; they have blown up a market again. On all these acts they find the power answer which often is necessary, but not the only one. Though extremism has often political character, first of all, it concerns a category of psychological problems; it is a reaction on clash of opinions, faiths, traditions. It is closely connected with ethnic and confessional consciousness, with relation to culture, traditions and heterodoxy. For this reason in scientific works devoted to the analysis of sources of occurrence of extremism and methods of its overcoming, there is a concept of "tolerance". According to the DECLARATION of TOLERANCE PRINCIPLES confirmed by the resolution of 5.61 by General conference of UNESCO on November, 16th, 1995, "tolerance is the concept meaning refusal of dogmatism, of truth absolutization, and confirming the norms established in international statements in the human rights sphere". Thus, tolerance is opposition to ideas of extremism, and development of this personality quality promotes expansion of views and world acceptance in all its variety. For this reason as an adequate form of contraction to extremism there should be prophylaxis of such phenomena in the rising generation environment, namely – tolerance development as steady personal characteristic.

Rostov-on-Don is often named as the Caucasus gates. But it is necessary to notice that except geographical sense this concept also carries other meaning. More often they speak about Rostov as the Caucasus gates when they want to underline riches of ethno-confessional structure of the city. Being the capital of the South fed-

eral district, Rostov-on-Don is in close political, geographical, historical and cultural contact with Adigea, Dagestan, Ingushetia, Kalmykia, the Kabardino-Balkarsk, the Karachai-Cherkess and the Chechen republics. In conditions of wide circulation of such phenomenon as internal migration it involves formation of polyethnic, multicultural space of Rostov-on-Don.

In this connection special value gets creation of favorable psychological climate in education institutions where representatives of various nationalities and faiths study. School environment inherently is often represented by the child as a threatening one (and in psychology the environment which doesn't contain threats is used to be understood as safe environment): these are conflicts, both with contemporaries, and teachers, excessive intellectual charges and accompanying stress provoking conditions. If to add to these conditions such factor as polyethnicity, than the above named threats will only intensify: at childhood and teen-age identification more often occurs after external signs and the fact of belonging to other nationality can become the main for tearing away of a contemporary from a group. As a consequence, there takes place disadaptation of the rejected teenager's personality and generated attitudes of intolerant behavior of both parties.

Today's teenagers are children who have grown up in conditions of sharp international conflicts, perceiving the region as an arena of constant opposition. They have got used to steady opposition "own – stranger", and in their consciousness it is generated a clear enemy image provided with certain ethnic and confessional features. For this reason we can speak about the civil society construction in the context of the city and region and the whole country, only having destroyed these dangerous stereotypes.

But how can we impart love and acceptance of the near to the rising generation? How can we explain to the teenager that it is impossible to divide people on black and white, bad and good? Teenage nonconformism, desire to contradict all in reply, can cause only return reaction on an explanation of such truths. Focusing attention on that it is necessary to be tolerant in relation to other unlike you people, it is possible to achieve that earlier not noticed distinctions will be carefully isolated. This is a specificity of this age and it is necessary to consider it: programs directed on development of tolerant attitudes of the teenager's personality should be carefully verified. For the teenager they should leave a notable choice and exclude any regulation.

As such program the projects directed on development of tolerance of teenagers are realized since 2007 in municipal educational space by the Center on work with gifted children, the "Gift", of the Palace of creativity of children and youth of Rostov-on-Don.

The method of projects has been selected as the basic in realization of programs of this direction not casually. Firstly, project technologies allow to include various forms and work methods, uniting various directions for aims achievement. It gives certain freedom in realization of a program and allows to build an activity more flexibly taking into account features and requirements of a target group. Thus, for example, at a

significant amount of nonresident participants, the part of modules can be realized in a remote mode, and the part is to be spent in real time conditions. Secondly, audience of the project can be much wider than the group working under the concrete program. And, thirdly, the method of projects always assumes clear structure with the designated purpose and expected concrete results that allows to estimate its efficiency and expediency of the further realization.

In 2007-2008 the Center on work with gifted children, the "Gift", realized the project "We are from the South by origin", supported by the Ministry of general and vocational education of the Rostov region. The project included some blocks:

1) Diagnostics of a level of tolerance of senior pupils of educational institutions of Rostov-on-Don;
2) The school of socio-humanitarian projecting "We are from the South by origin" for senior pupils of educational institutions of Rostov-on-Don;
3) Youth scientific-practical conference "We create the new South together!"

Diagnostics of a level of development of tolerance of senior pupils was spent with use of the "Tolerance index" express questionnaire of G.U. Soldatova, O.A. Kravtsova, O.E. Hukhlaeva, L.A. Shaygerova and the diagnostics of general communicative tolerance of V.V. Boiko. In the research there have taken part 67 senior pupils (49 girls and 18 young men), at the age from 13 to 17 years, of various educational institutions of Rostov-on-Don. Besides the age and sex in the questionnaire, accompanying techniques, the respondents were asked to specify a nationality. Answering this question 52 persons have written "Russian" that makes 74,3 % from the total number of respondents; 6 participants (8,6 %) have written "Armenians". There was by a representative from the following nationalities: Nigerian, Arabian, Tabasarian, Tatar. Particular interest is represented by the remained 9 participants of the school of socio-humanitarian projecting "We are from the South by origin": to some extent, all of them reflect such phenomenon, as blow up, formlessness or bifurcation of ethnic identity. Thus, one of the above stated participants has left empty the column "nationality", one participant named herself a metis, another has written that she is a metis and has specified, having put a colon, that she is Uzbek and Ukrainian. Also in the questionnaires there were such nationalities as: "Ukrainian/Tatar", "Russian-Ukrainian", "Russian, Gipsy, Ukrainian", "25 % of Armenian, 25 % of Ukrainian, 50 % of Russian". There are also such answers which can testify that a person has an idea about an ethnic belonging, but it is so unclear that he is not in condition even to reproduce the exact name of the nationality. For example, one young man has defined his nationality as "North Ossetia", and one girl has written that she is Daghestan though it is known that such nationality doesn't exist, and such answer is similar to if the Russian person in the column "nationality" wrote – Russia.

Results of diagnostics on the "Tolerance index" express questionnaire has revealed domination of an average level of tolerance among senior pupils of the city (82,5 % of interrogated) that testifies to a combination of tolerant and intolerant features which are shown depending on a social situation. High level of tolerance which is character-

ized by expressed tolerant features of the person has been revealed among 25 % of respondents. Low level of tolerance has appeared to be characteristic for 2,5 % of the interrogated senior pupils that allows to speak about a satisfactory level of development of tolerance in the teenage environment.

Results of diagnostics of general communicative tolerance of V.V. Boiko revealed a range of points from 12 to 97 (at the technique's possible range from 0 to 135 points). Thus, it is necessary to notice that 88% from the total number of questionnaires have the point's sum in a range from 20 to 50 points that characterizes the average level of communicative tolerance. There have been revealed 3 questionnaires with lower points that characterizes these respondents as subjects with high communicative tolerance, and 6 questionnaires which points exceed 60. However, it is possible to name only one respondent as a subject of intolerant communication; his questionnaire took 97 points that testifies to low communicative tolerance.

The second block of the project was carrying out of the school of socio-humanitarian projecting "We are from the South by origin" for senior pupils of the city. Within the limits of this module the organizers have prepared both theoretical and practical blocks devoted to problems of tolerance, and also history, culture and psychology of the people living in the South federal district. After lectures all participants of the School have been divided into four problem groups in which social projects have been developed. Each of groups had been offered one of problem spheres: research, cultural, publishing or educational project. The subjects for all social projects were the general – problems of tolerance and interethnic interaction. Besides the group project writing, the participants of the School have received knowledge on bases of social projecting and fundraising, and also have taken part in a psychological training devoted to development of tolerance as personal characteristic. "Hour of national culture" became a culmination of this block, within the limits of which to each creative group it was offered to make 15 minutes performance in any format which would present the culture of one of the peoples living in territory of the South federal district.

The third block of the project "We are from the South by origin" was carrying out of the youth scientific-practical conference in which there took part students of universities of the South federal district, senior pupils of educational establishments of Rostov, representatives of youth public organizations and teachers working under youth programs in the development of tolerance sphere. As the primary aims of this conference the organizers saw assistance to development of tolerance and prophylaxis of extremism among the youth of the South of Russia and use of creative potential of the youth in decision of problems of local community and formation of a new image of the South in ideas of inhabitants of the region and the country on the whole. As the result of the conference work "We create the new South together!" there were resolutions carried by participants during discussion. According to the conference "We create the new South together!" participants, one of the most important questions to decision of which it is necessary to pay attention of public, power structures and scientific community, is introduction in educational process of educational programs, psychological

trainings and discussion clubs directed on education of youth in a sphere of culture of the peoples, occupying the South federal district.

With a view to realize these decisions in 2010 the Center on work with gifted children initiates creation of the "Voluntary service" youth club. Clubmen are graduates of various programs and Center projects (the basic kernel is formed by graduates of the educational project "The step to psychology"). Clubmen realize the social activity in a form of individual projects organized by a principle "the equal to the equal". One of such initiatives became the project of the pupil of the 11th form of the MEGE SSGE # 60 Anna Popova "We are together", which was directed on development of tolerance and education of the youth in sphere of cultural variety of the South of Russia. Within the limits of this project the author has developed programs of lessons of tolerance for all steps of secondary education – from the 1st to the 11th form, and also it is planned carrying out of a research directed on revealing of age stereotypes connected with intolerance of personality: when they are formed and how they are shown at various stages of ontogenesis. By this time the lessons for 6th and 9th forms in two educational establishments of the city are already conducted. A particular advantage of this project is that about such difficult phenomena as "tolerance", "xenophobia", "extremism" with children and teenagers there speaks their contemporary who is easier to be understood and who is easier to be asked questions.

Academician B.S. Gershunsky in the work "Philosophy of education for the XXI century" writes: "Each person is not simply a passive consumer of values which have been developed before him. He is also a generator, a producer of spiritual experience reflecting his individuality. The person is unique, first of all, under that contribution which he can bring into society's mentality. This contribution can be different depending on abilities, education and spiritual qualities of personality, but he is to be well-realized necessarily". Organizing the project activity of teenagers, the Center on work with gifted children, the "Gift", forms tolerant relation to the world and feeling of social responsibility among those in whose hands there will be a future of our city, our country.

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Kruteleva L.Ju.

Forming antiterrorist consciousness on the basis oflife-sense conception of a person

The opportunity of forming attitudes of antiterrorist consciousness at the level of sense structures of a person and the inclusion of these attitudes into the life-sense conception of a person are considered in the article.

Key words: *the life-sense conception of a person, antiterrorist activity, sense structures of a person.*

In the beginning of the third millenium the world community has faced with a terrorist threat. And though the terrorism is not a new growth of the end of the XIX–XXI centuries – its origins can be tracked in the ancient times (Judaic sect of Sukkars) and in the Middle Ages (sect of Hashashains) – now it has become a universal phenomenon. It is possible to say that the modern world has not only stepped into the epoch of globalization, but also into the epoch of total counteraction to terrorism.

However the attitude to terrorism developing under the influence of the society (religion, policy of the state, reference groups, family, etc.) is formed at the level of sense structures of a person. Therefore forming antiterrorist consciousness of a person should be primarily carried out with taking into consideration sense features of this or that group of the population.

The sense sphere of a person is formed on the basis of life's relations of the subject and in future it is responsible for regulation of his/her life activity. D.A. Leontiev in his work «Psychology of sense» writes that «the sense sphere of a person is a complex of sense formations (structures) organized in a special way and ties between them, providing sense regulation of entire life activity of the subject in all its aspects» [3, p. 154].

Relations of the subject with the world at the level of sense sphere of the person are reflected in sense structures of different levels:

– structures of the first level which directly participate in forming activity and behaviour in the given particular situation (personal sense, sense attitude);
– structures of the second level which are responsible for sense-creation and directly influence structures of the first level (motives, sense constructs and sense dispositions);
– structures of the third level which are an initial point for processes of sense-creation and sense-origination (the supreme senses and personal values).

All sense structures are closely interrelated and are a single whole. It is important to note that over-situational sense structures (structure of the second and third levels) represent a life-sense conception of a person, i.e. «a core orientation of the person, his/her sense of life. It comprises the very existential sense universals, the very values which form the basis of the person» [2, p. 60].

Thus, in order that the subject shows terror aversion in his/her behaviour and activity (i.e. at the level of personal sense and sense attitude), humanitarian values should make the basis of his/her life-sense conception, and, hence, be part of his/her sense structures of the second and third levels.

Speaking about rejection of terrorist attitudes and acceptance of universal humanitarian values by the subject, it is necessary to track the movement of these values at the level of senses and sense structures in sense sphere of the person and their inclusion into his/her life-sense conception.

So, personal sense, being a regulatory mechanism of activity, represents to the subject a role and a place of the reality reflected by it in the system of his/her life activity in each particular situation. It is possible to say that the personal sense is a specific «translator» for the subject, showing to him/her «the meaning for him/her» of the given situation, the given activity and the given actions at each instant of time.

Sense attitude, being a component of executive mechanisms of activity, is in various forms to affect features of course of this activity up to its full discontinuance and generation of another alternative activity. The feature of sense attitude consists in stabilizing, deflecting, blocking or disorganizing influence which determines an orientation of course of activity of the subject. Thus, in the given particular situation the person depending on prevailing at him/her sense attitude will show antiterrorist (or terrorist) oriented behaviour.

It is important to note that sense structures of the first level can be reflected in the consciousness of the person and, thus, realized by the subject.

Passing to the structures of the second level, it is necessary to emphasize particularly that these very structures are responsible for sense-creation and directly influence the structures of the first level.

Motive, being a situationally formed sense structure, has a property to induce and direct activity depending on needs of the person. «Motive of activity can become a subject whose sense can cause a necessity to make by means of the activity some changes in the inner life of the person. As a rule, the sense of motive is set by its connection not with one, but with a diversity of needs» [3, p. 204]. Thus, motive of antiterrorist activity can become needs for peace, one's own safety and safety of the family, for well-being and quiet good-neighbour relations, etc.

Sense disposition represents attitudes to significant objects which have been rooted in the structure of the person. It is possible to say that the sense disposition is concretized in stereotypes of the subject and his/her predisposition to act in a certain way in the definite situations. Therefore, in order that the behaviour of the person has an antiterrorist character, such objects and phenomena of the world around as, for example, the positive attitude to the certain people and to people in general, love for the homeland and for the Motherland as a whole, etc., should be significant for the subject irrespective of a situation.

According to D.A. Leontiev, sense construct can be described as «a steady categorial scale» by means of which the subject determines and estimates for himself/herself

importance of one or another characteristic of the given object or the phenomenon of the reality. Speaking about sense structures of the second level it is important to accentuate that just the sense construct is most closely connected to the supreme senses and personal values of the subject. As just the sense construct has such functions as estimation and further differentiation and/or integration of subjects according to some attribute, «becoming actual in a certain activity mainly under the influence of relevant motives, they (sense constructs) introduce to its sense regulation components reflecting the strategic orientation of the person, and they are maximally independent of the current orientation of activity and of immediate interests» [3, p. 223]. Thus, speaking about sense construct with reference to antiterrorist activity of the person, it is possible to state that it is a peculiar scale, «a measuring ruler», according to which the subject frequent unconsciously estimates surrounding reality and his/her activity. Poles of this «ruler» can be such positions as «good – bad», «one's own – strange», «creation – destruction», «humanely – inhumanely», etc.

Considering structures of the third level – the supreme senses and personal values, – it is important to stress again that these structures are a starting point for processes of sense-creation and sense-origination and they are concretized in outlook of the person and his/her inner image the world. So, in order that the image of the world including antiterrorist activity as one the basic essential senses will have been formed in the subject, it is necessary that such humanitarian values as tolerance, peaceful co-existence, respect to Another, etc. will have been internalized by the person at the level of deep supreme senses and personal values.

Thus, we have considered the process of representativeness of antiterrorist senses at all levels of functioning of sense structures of the person and forming a humanitarian orientation as one of basic components of the life-sense conception of the person.

In conclusion it is significant to pay attention to one more basic moment. D.A. Leontiev mentions that «selection, acceptance and assimilation of social values by the individual are mediated with his/her social identity and with values of his/her reference small contact groups which can act both a catalyst, and a barrier for assimilation of values of large social groups, including universal human values» [3, p. 231]. In this case, a social environment of the subject and feature of his/her key activity are of fundamental importance. Accordingly, in order that humanitarian antiterrorist values will have become essential sense principles in the inner life of the subject and they will be sense-creating foundations of his/her life activity in future, it is necessary to create special conditions at all levels of interaction with the subject – at the level of his/her family, various educational establishments and social institutes, and at the level of government in general.

It is possible to give some examples of creating such conditions at the levels of sense structures:

– developing tolerance of the subject as one of basic values of the person;

– forming social and communicative competence of the person;

−forming civil identity and active citizenship of the subject;

−popularizing the common humanitarian values irrespective of the person's ethnic, confessional and cultural belonging;

−emphasizing the common historical past and collective achievements of representatives of various peoples, faiths and cultures;

−aiming at «cooperation» instead of at «antagonism»;

−accentuating the importance of variety as an opportunity for creativity and personal development;

−focusing attention on modern success and achievements during joint activity.

In conclusion it is necessary to note once again that today terrorism has got a transnational character, and the given problem can be only solved by joint efforts of all members of the world community. It gives rise to the necessity of development of integrated approaches and united methods of counteraction to various terrorist displays. And in this case orientation to the sense sphere of the person, taking into consideration his/her features of sense-creation and sense-origination, creating favorable conditions for harmonious development, popularizing the ideology of a civil society and purposeful forming humanitarian values are of fundamental importance. These will promote generating the positive social consciousness which excludes a very opportunity of using violence for achievement of any goals.

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The relation of youth of the Southern federal district to terrorism and extremism

In the article it is carried out the analysis of the phenomena of terrorism and extremism in the Southern federal district; there are offered the results of research after "The relation to extremism and terrorism" questionnaire in the form of incomplete sentences spent among participants of the antiterrorist festival of student's, scientific and creative youth "Peace to the Caucasus".

Key words: *extremism, terrorism, youth representation of these phenomena, representations of the reasons and ways of struggle against extremism and terrorism.*

Now the modern Russian society endures transformation of system of the values, caused by modernization of public life. Globalization processes in the economic, political, cultural spheres, involving the population of the different countries in migratory streams of different character and level lead to complication of structural communications of concrete societies and all community as a whole. The factors set forth above in certain degree stimulate intensity in the international relations, accompanied by interethnic conflicts; there start to appear various oppositional groups achieving desirable result through extremism and terrorism. Especially it is actual for our multinational and multiconfessional North Caucasus.

The Southern federal district is not only the most multinational region of our country, but also differs by a difficult confessional picture. Here it is registered more than 3300 religious organizations. The confessional space of region can be divided into four basic parts conditionally: 40 % – the religious organizations of Russian Orthodox Church (Russian Orthodox Church); 30 % – the religious organizations of Moslems; 27 % – the Protestant organizations and 3 % – Buddhists and Israelites. The Islamic organizations prevail in 5 subjects of the SFD (Dagestan, Ingushetia, the KCR, the KBR and the Chechen Republic). In the south of Russia there operate 11 Spiritual managements of Moslems (SMM) the majority of which enter into the Coordination center of Moslems of the North Caucasus (CCMNC). The largest regional Spiritual management of Moslems is registered in Dagestan where 1756 mosques operate. The SMM of the Chechen Republic unites about 300 mosques, Ingushetia – 85, the North Ossetia – 19, Kabardino-Balkaria – 130, Karachai-Circassia and the Stavropol region – 113, Adigea and the Krasnodar region – 28, the Rostov region – 17, Kalmykia – 2. In the region considerable development has got Islamic education. In the south of Russia there officially operate 30 Islamic high schools, from which 19 in Dagestan, 8 in the Chechen Republic and by one in Kabardino-Balkaria, Karachai-Circassia and the Astrakhan region. At the same time more than 2 500 young men from subjects of the SFD are trained in foreign Islamic educational institutions. One more specificity of a religious situation in the region is considerable quantity of Moslems going

on pilgrimage – umra and hajji. Thus, if in 2006 there have made pilgrimage from the Russian Federation in KSA more than 15,5 thousand people more than 14,5 thousand persons from them were from subjects of the South of Russia. To the North Caucasus the religious-political extremism and terrorism actively starts to penetrate about twenty years ago, first of all on territory of Dagestan and the Chechen Republic. One of important factors of geopolitical character of distribution of Islamic radicalism in the North Caucasus is versatile support of their activity from the outside the numerous international radical Islamic centers, the foreign cultural-educational and charitable organizations. Thus, from the end of the 80 – till 1999 In the North Caucasus there operate branches of the international charitable, educational, cultural organizations. For the same years activity of such Islamic organizations, as the International Islamic organization "Rescue" (IIOR), "Benevolence International Foundation" was stirred up (BIF, the headquarters is located in Chicago, the USA), "Dzhamaat Ikhia Al-Touras Al-Islami" (headquarters in Kuwait), "Lashkar Taiba"(headquarters in Pakistan), "Al-Hairia", "Al-Haramein" ("Al-Haramein Foundation" (the educational center in the USA), "Qatar" (a staff apartment in Qatar), "Ikraa" (headquarters in Jidda (KSA), "Ibragim ben Ibragim" (headquarters in Jidda (KSA), etc., financed and directed by Saudi Arabia, Pakistan, Kuwait. For them creations in the North Caucasian region of the Islamic state, for an establishment of close connections of the North Caucasus, Dagestan with such Muslim countries, as Saudi Arabia, Turkey, Iran, Jordan, Pakistan are characteristic almost open propagation of pan-Islamic ideas of association of all Moslems of the region for replacement of Russia from the North Caucasus. Under the decision of the North Caucasian courts in 1999–2000 all of them have been closed for active support including financing of Islamic radical groupings and the organizations in Dagestan. Islamic radical structures in the Southern federal district are closely connected with the radical Islamic organizations abroad behind which geopolitical interests, as states of the Islamic world, and of some western powers are looked through. Special services and the non-governmental organizations of these countries aspire to provide favorable conditions for rendering of influence favourable by it on development of a political, economic and religious situation in region as a whole. They consider Dagestan as base for the statement of the spiritual and political influence in the North Caucasus and other Muslim regions of Russia. Introduced in our country from the end of the 80th of XX century with powerful financial and organizational support from abroad the ideology of religious-political extremism became aggressive ideology. The religious-political extremism and terrorism in the south of Russia is presented basically in the form of a vahhabism. Historically the vahhabism represents fundamentalist religious movement in Sunnite Islam, become by an ideological pillar of the future Saudi state. Complexity and ambiguity of the phenomenon of Islamic radicalism in the world including in Russia and in the North Caucasus has led to that at official level, in language of representatives of science, mass media, experts and, at last, official clergy widely began to use numerous definitions, such as "Wahhabites", "followers of a vahhabism", "salaphits",

"fundamentalists", "muvahhidun", "dgamaists", "Islamic extremists" and many other things. Some researchers (director of Institute of religion and the right, professor of the Moscow State University, A. Ignatenko) consider that more exact and scientific definition of this phenomenon – "vahhabism". The term "al-vahhabia" ("vahhabism") has strongly affirmed as the Muslim world. As shows the analysis of activity of supporters of religious-political extremism on the post-Soviet territory, they aspire by demagogy, the organization of disorders, certificates of civil disobedience to destabilize and destroy existing public structures for achievement of the purposes. Thus they widely use power methods – acts of terrorism, guerrilla war etc.; basically deny negotiations, agreements, the compromises based on reciprocal concessions. We live in the difficult and constantly changing world in which the problem of national, ethnic, social and political extremism is stated especially sharply. We hear every day about new and new cases of xenophobia and the nationalism which main participant is youth as a layer, most sharply and sensitively reacting to all changes of society. In the XXI century extremism and terrorism as its extreme form, have turned to one of the most difficult social problems, becoming a part of a policy and the tool of carrying out of foreign policy activity for achievement of the geopolitical purposes of separate powers, forces and movements on the world scene.

In the article we adhere to following definitions. The extremism is an adherence of separate persons, groups, the organizations, etc. to extreme views, positions and measures in public work. The extremism extends on sphere of public consciousness, public psychology, morals, ideology, and on relations between social groups (social extremism), ethnoses (ethnic or national extremism), public associations, political parties, the states (political extremism), faiths (religious extremism).

Political practice of extremism finds expression in various forms of extremist activity, beginning from the displays which are not leaving for the constitutional frameworks, and finishing such sharp and socially dangerous forms as mutiny, insurgent activity, terrorism.

Terrorism is the difficult sociopolitical and criminal phenomenon caused by internal and external contradictions of social development of the various countries. It represents multiplane threat for the vital interests of the person, society and the state, one of the most dangerous versions of political extremism in global and regional scales.

On the sociopolitical essence the terrorism represents regular, socially or politically motivated, ideologically well-founded application of violence, or threats of that application by means of which through intimidation of physical persons administration of their behavior in a direction favourable to terrorists is exercised and are reached the aims pursued by terrorists.

Terrorism includes some the interconnected elements: ideology of terrorism (the theory, the concept, ideological and political platforms); terrorist structures (the international and national terrorist organizations, extremist – the right and left, nationalist, religious and other public organizations, organized crime structures, etc.), and also terrorist practice itself (terrorist activity).

To struggle with this phenomena effectively, it is necessary to study, first of all, the extremism nature, to understand, why people go to extremist groupings. There is a considerable quantity of the literature devoted to research of a problem of extremism and terrorism, but it is even more necessary to investigate.

Our research spent among participants of antiterrorist festival of student's, scientific and creative youth "Pease to the Caucasus" (Rostov-on-Don, on September, 12-15th, 2010), has been directed on revealing of the reasons of extremism and terrorism, and also representations of participants about the ways it is possible and it is necessary to struggle with them.

95 persons have taken part in research, from them 90 % – youth (students and young scientists of the SFD of various confessional accessory). They filled "The relation to extremism and terrorism" questionnaire in the form of incomplete offers from which we will analyze answers about the reasons on which people enter extremist groupings, and also opinion of participants of festival on the what ways it is necessary to struggle with extremism and terrorism.

In result of the analysis we have obtained the following data.

1. The reasons on which people enter extremist groupings, it is possible to divide into three groups:
   – the psychological reasons (personal qualities, mental frustration, suggestibility, painful perception of reality, misunderstanding, lack of self-realization, etc.) have marked 53,2 % of respondents;
   – the social reasons (the low standard of living, weak economic development of the countries, unemployment, absence of antipropagation of terrorism and extremism, etc.) have marked 24,7 %;
   – the religious reasons (different religious values, religion on compulsion, absence of the present belief, etc.) have marked 22,1 %.

2. Offered ways of struggle against extremism and terrorism also can be divided into three groups:
   1) radical measures of struggle against extremism and terrorism (to enter a public execution, to exterminate all terrorists, to destroy settlements, etc.) – 26,2% of respondents;
   2) social measures of struggle against extremism and terrorism (to improve an economic aspect of life, to spend various antiacts of terrorism, etc.) – 32,3%;
   3) psychological-pedagogical measures (to give educational talks, since younger school age to develop in people patience to each other to be tolerant to each other to bring up spirit of association, patriotism, etc.) – 41.5% of respondents.

Thus, in result of the analysis of the conducted research it is possible to draw a conclusion that it is necessary not only to struggle with extremist activity, but, first of all, to carry out prophylaxis in the form of realization of complex system of the political, social-economic, information, educational, etc. measures directed on establishment and elimination of the reasons and conditions of extremism.

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Samoilina T.G., Seredina N.V.

The content of ideas of the terrorist and terrorist threat among inhabitants of various regions of the Southern district of the Russian Federation

In the article there is presented the analysis of a problem of modern terrorism, ideas of terrorists as executors of an act of terrorism. There is adduced the author's technique, an "Estimation of terrorist threat" questionnaire, structurally consisting of three blocks: psychological content of ideas of the terrorist; ideas of the act of terrorism, places of performance and ways of its avoidance; ideas of the hostages' behavior and ideas of own behavior of the interrogated in a case of capture. There are adduced the results of the research spent by means of the author's questionnaire in various regions of the Southern federal district.

Key words: *the terrorist, the act of terrorism, hostages, appearance of the terrorist, purposes of crimes of terrorists, threat of the act of terrorism.*

The terrorism problem has got an unknown acuity in modern society. Though roots of terrorism as a political and social phenomenon go back to last centuries, its constantly changing forms make a relation to it as to a phenomenon exclusively new, inherent in modern society. Formation of this idea is also promoted by the fact that terrorism methods more and more become refined and destructive, and its distribution gets really menacing character [1, 5, 6].

A characteristic feature of modern terrorism is its orientation on the peace population. Therefore performance of acts of terrorism occurs mainly in places of mass gathering of people in the most dangerous way that leads to a considerable quantity of victims among which there are women and children. All of these causes powerful public resonance and growth of social intensity in society [6, 8, 10].

For prevention of acts of terrorism by the Government of the Russian Federation there have been accepted the Legislative statements; there have been signed the international Conventions on struggle against terrorism [9].

However, legal and political measures merely are insufficient in struggle against such a multidimensional and difficult phenomenon as terrorism. It is also necessary to consider social and psychological aspects demanding the all-round and deep studying.

The analysis of references allows to make a conclusion that now the terrorism problem in Russia is investigated widely enough from the point of view of political, legal, economic, social, cultural-religious approaches. Nevertheless, till now there are insufficiently studied the ideas of terrorists and the act of terrorism developing in various groups of population; there are poorly developed recommendations of actions in a case of performance of the act of terrorism; there is no due system of preparation of the experts intended for negotiation with terrorists. At the same time, the decision of the specified circle of questions becomes more actual [4, 5, 6, 10].

With a view to studying of the psychological content of ideas of the terrorist, and also estimation of the act's of terrorism threat there have been inquired inhabitants of various regions of the Southern federal district of the Russian Federation. Inquiry was spent by means of the "Estimation of the terrorist threat" questionnaire (N.V. Seredina, T.G. Samoilina).

The technique description

The technique is the questionnaire consisting of twenty open questions on which the interrogated gives answers in the free form.

The questionnaire is structurally presented by three blocks:

1. Psychological content of ideas of the terrorist.

2. Ideas of the act of terrorism, places of performance and ways of its avoidance.

3. Ideas of the hostages' behavior and ideas of own behavior of the interrogated in a case of capture.

Recommendations on the research carrying out of by means of the "Estimation of the terrorist threat" questionnaire

Interrogatory is spent anonymously. For reception of optimum results research is desirable for spending in the individual form. In case of interrogatory carrying out in a group it is necessary to provide the independence of answers, as the greatest value for research is represented by an individual opinion of everyone.

The instruction for examinee

"We ask you to answer the questions estimating a level of the terrorist threat for you and your relatives at the present time. We are interested in your opinion on each of the offered questions. We thank you for participation in research".

Your Sex _____ Age _____
City/Settlement _____ Occupation _____

1. How does the terrorist look like? Describe his appearance.
2. What is the terrorist's national belonging?
3. What is his sex? What is his age?
4. What is the terrorist's social status (family status, material, educational, professional level)?
5. What are religious beliefs of the terrorist?
6. What character features does the terrorist possess?
7. How does the terrorist attitude to other people?
8. What are moral values and ideals of the terrorist?
9. How does the terrorist attitude to himself?
10. What does impel the terrorist to make the act of terrorism?
11. How can the terrorist differ from other people in crowd?
12. In what places of your city there can be the act of terrorism?
13. How is it necessary to behave at the act of terrorism?
14. How can hostages behave in a case of capture?

15. What actions of the hostage can safe his life?
16. Are there chances for the hostage to survive?
17. Does terrorism threaten you or do you consider that this phenomenon won't ever concern you?
18. Can the act of terrorism ever concern your near ones and relatives?
19. How is it possible to prevent the acts of terrorism today?
20. What actions is it necessary to undertake to avoid the act of terrorism?

The preliminary analysis of the received results has shown the following.

As a distinctive feature in the terrorist appearance respondents name his unshaven face (40 %), athletic constitution (33 %) and mainly black clothes (20 %).

33 % of the interrogated respondents have noted that the terrorist can look like any peace citizen, i.e. he is indistinguishable in crowd. Other respondents consider that the terrorist can be distinguished in crowd on external features. 40 % of respondents have noted that in crowd the terrorist differs by an unkind look. 27 % of the interrogated have noted that in crowd the terrorist can be recognized by some features of his behavior (10 % – by intensity and constraint, 17 % – by special anxiety).

There have been received the following answers on the question on the terrorist's nationality. 60 % of respondents have specified that the terrorist can be of any nationality, 26 % of the interrogated consider that the terrorist can be most likely the Caucasian, 14 % of respondents attribute the terrorist to the Chechen nationality.

Concerning a sex, 86 % of the interrogated have specified that the terrorist will be a male, 24 % – female.

According to 56 % of respondents, religion of the terrorist is Islam, 44 % of the examinee have answered that the terrorist is far from true religion.

The respondents' answers on the questions on other social-demographic characteristics of the terrorist were distributed as follows: the terrorist has low financial position (53 %), low educational (50 %) and low professional level (43 %).

According to the interrogated the psychological characteristic of the terrorist looks as follows. 56 % of respondents have named cruelty, 17 % of respondents have named resoluteness among character features of the terrorist. 13 % note that the terrorist will most likely suffer some mental disorder. The majority of the interrogated (67 %) consider that the expressed fanaticism, cruelty (52 %) is inherent in the terrorist, and 26 % of respondents provide the terrorist with some obsession.

According to 63 % of respondents the terrorist negatively attitudes to other people, he is haughty, he considers others below himself. 43 % of respondents have noticed that the terrorist is most likely indifferent to other people who are only means for achievement of the terrorist's purposes.

40 % of respondents consider that the terrorist sees the world around as hostile and needing changes.

From the respondents' point of view the purposes of crimes of terrorists are: promotion of political requirements (56 %), enrichment (43 %), religious beliefs (36 %), destruction and intimidation of peace citizens (30 %).

From the respondents' point of view of the act of terrorism consists: in explosions (30 %), in destruction of the peace population (56 %), in capture of hostages (30 %).

According to respondents of all examined regions of the Russian Federation Southern federal district, terrorists either have the deformed moral values (blood lust, thirst of a profit, religionism, etc.), or don't have those ones at all.

According to the interrogated respondents, the terrorist is impelled to make the act of terrorism by the inspired belief that he will get to paradise, need and hopelessness, drugs influence, mental influence ("zombiing"), compulsion to performance of terrorist actions by means of threats, injustice of the political system, offence at the whole world and money.

On the question "Does the act of terrorism threaten you?" 98 % of respondents of the Dagestan republic have answered "yes, it threatens". And, 18 % of them connect this threat with being in the republic: "threatens while I am in Dagestan". 7 % of inhabitants of the Dagestan republic answering on this question have noticed that they really were in a situation of threat of the act of terrorism, to avoid which "it was possible only by a lucky chance". 97 % of respondents of the Dagestan republic mark threat for their relatives, and only 3 % don't see such threat for their relatives.

All 100 % of the interrogated inhabitants of North Ossetia believe that there is the act of terrorism threat for them, and 90% don't exclude the threat of terrorism for their relatives and near ones.

95 % of respondents of Kabardino-Balkaria consider that the act of terrorism can concern their relatives or has already concerned, and only 5 % are assured that it won't happen. Only 5 % of respondents of Kabardino-Balkaria believe that the act of terrorism doesn't threaten them, other 95 % consider that it threatens or hope that it won't concern them.

54 % of respondents of the Chechen republic have answered that terrorism can concern everyone of its inhabitants, 57 % hope that the act of terrorism won't concern their relatives and near ones and only 11,5 % are assured that terrorism doesn't threaten them.

Thus, the respondents' general idea of the terrorist includes the following characteristics. The terrorist is a reserved person of Caucasian or any other nationality, with negative attitude to other people, having deformed moral values and religious ideals, with the low educational, professional and material level, whose behavior is moved by fanaticism.

Now the research of the problem of the terrorist threat in various regions of the Russian Federation Southern federal district continues.

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External and internal threats of information security of Russia

Information security is the security of information environment of the person, the society and the state from deliberate and unpremeditated threats and influences. Ensuring of information security of the Russian Federation is closely interconnected with decision of internal questions of the country: problems of political, economic, military, social and other kinds of national security. For ensuring of external aspect of information security the great role should be devoted to interaction with informational bodies of other countries.

Key words: *counteraction to ideology of terrorism, information sphere, information threats, information security, protection from information and psychological threats.*

Information sphere of Russia is characterized by active development of modern means of information exchange and various types of computer systems. It creates conditions for ensuring of information support of activity of the State machinery at all levels and in all branches of the power.

At the same time weak attention given to problems of information security ensuring creates objective conditions for illegal access to closed information, its plunder or destruction. Possibility of manipulations with information for negative influence on the process of political decisions' making has special danger [1].

In the list of the threats' kinds of information security designated in the Doctrine [2], it is necessary to pay special attention to:

– exclusion of Russian news agencies, mass media, from internal information market and strengthening of dependence of spiritual, economic and political spheres of public life of Russia from foreign information structures;

– information's manipulation (misinformation, concealment or distortion of information).

For Russia there are main aims of protection from information and psychological threats:

1) protection from destructive information and psychological influences of society environment, mentality of the population, social groups of citizens;

2) counteraction to attempts of manipulation of the population's information perception processes from hostile to Russia political forces spent with a view to easy the government's defensibility;

3) defending of national interests, purposes and values of Russia in information space (global, national, regional, subregional, countries of the UNC);

4) constant tracing of Russian society's relations to the major problems of national safety (diagnostics of public opinion, psychological state of the nation).

Now the world leading countries have powerful potential of information counteraction (first of all, the USA, China, Israel, France, Great Britain, Germany) which can

provide them the achievement of political and economic aims, especially when there are no international legal norms of conducting of information struggle.

In the Doctrine of information security of the Russian Federation there are defined the following basic sources of internal threats of information safety [2].

To internal sources they concern:

– critical condition of native industries;
– unfavorable criminal situation accompanied by the tendencies of merging of the state and criminal structures in information sphere, criminal structures' receptions of access to the confidential information, strengthening of influence of the organized crime on society's life, decrease of the degree of security of legitimate interests of citizens, society and state in information sphere;
– insufficient coordination of the federal State power bodies', State power bodies' of the subjects of the Russian Federation activity on formation and realization of the single state policy in the sphere of information security ensuring of the Russian Federation;
– insufficient elaboration of the standard legal base regulating relations in information sphere, and also insufficient practice of law application;
– lack of development of civil society's institutes and insufficient state control over development of information market of Russia;
– insufficient financing of arrangements for information security ensuring of the Russian Federation;
– insufficient economic power of the state;
– decrease of effectiveness of the education and upbringing system, insufficient quantity of qualified personnel in the sphere of information security ensuring;
– insufficient activity of federal State power bodies, State power bodies of the subjects of the Russian Federation in the society's informing on their activity, in explanation of decisions, in formation of the open state resources and development of the system of citizens' access to them;
– in comparison with the world leading countries, Russia's lack of development on the level of informatization of federal State power bodies, State power bodies of the subjects of the Russian Federation and bodies of local governments, credit and financial sphere, industry, agriculture, education, public health services, sphere of service and life of citizens.

In the internal policy sphere the greatest danger is represented by the following threats of information security of the Russian Federation:

– infringement of constitutional laws and freedom of citizens realized in information sphere;
– insufficient legal regulation of relations in the sphere of rights of various political forces to use of mass media for propagation of their ideas;
– distribution of misinformation about the Russian Federation policy, activity of the federal State power bodies, events occurring in the country and abroad;
– activity of public associations directed on violent change of bases of the constitutional system and infringement of integrity of the Russian Federation,

rousing of social, racial, national and religious hostility, on distribution of these ideas in mass media.

In the foreign policy sphere the greatest danger among the internal threats of the information security of the Russian Federation there represent:

− information and propaganda activity of political forces, public associations, mass media and persons, that deforms strategy and tactics of the foreign policy activity of the Russian Federation;

− population's insufficient knowledge of the foreign policy of the Russian Federation.

In the foreign policy sphere the greatest danger among the external threats of information security of the Russian Federation there represent:

− informational influence of foreign political, economic, military and information structures on development and realization of the strategy of the foreign policy of the Russian Federation;

− distribution of misinformation about the foreign policy of the Russian Federation abroad;

− infringement of the rights of the Russian citizens and juridical persons in informational sphere abroad;

− attempts of unapproved access to information and influences on information resources, information infrastructure of the federal State executive power bodies realizing foreign policy of the Russian Federation, Russian representations and organizations abroad, representation of the Russian Federation at international organizations [2].

On the basis of national interests of the Russian Federation in informational sphere they form strategic and current problems of internal and foreign state policy on the information security ensuring.

There are distinguished four basic components of national interests of the Russian Federation in informational sphere.

The first component of national interests of the Russian Federation in informational sphere includes observance of constitutional laws and freedom of the person and the citizen in the sphere of information reception and its use, ensuring of spiritual renovation of Russia, preservation and strengthening of society's moral values, traditions of patriotism and humanism, cultural and scientific potential of the country.

The second component of national interests of the Russian Federation in informational sphere includes the informational support of the state policy of the Russian Federation, connected with giving to Russian and international public of trustworthy information about the state policy of the Russian Federation, its official position on socially significant events of Russian and international life, with providing of the citizens' access to open state information resources.

The third component of national interests of the Russian Federation in informational sphere includes development of modern information technologies, native information industry, including the industry of informatization means, telecommunica-

tion and communication, providing requirements of home market with its production and exit of this production on the world market, and also providing of accumulation, safety and effective utilization of native information resources. In modern conditions only on this basis it is possible to solve the problems of creation of high technologies, technological reequipment of the industry, increase of achievements of native science and techniques. Russia should take a worthy place among the world leaders of the microelectronic and computer industry.

The fourth component of national interests of the Russian Federation in informational sphere includes protection of information resources against unapproved access, ensuring of information and telecommunication systems' safety, both already developed, and created on the territory of Russia [3].

According to A.U. Kiryanov [1], at the present stage of development of Russia in informational sphere, the primary aims on realization and protection of national interests are:

–Development and acceptance of the long-term program on providing of the exit on a level of the world leading countries in the sphere of creation of computer science and management systems, based on the newest information technology.

–Ensuring of freedom of information reception and distribution by citizens, other subjects of public relations in interests of formation of civil society, democratic lawful state, science and culture development.

–Ensuring of reliable protection of information potential of Russia (i.e. the whole complex of information, providing national interests of the country; systems of its reception, keeping, processing and distribution; its subjects) from its wrongful use to the detriment of interests of the person, society and the state protected by the law. Control over intellectual production's export and also informational databanks' export from the country. Organization of effective system of the personnel's preparation and retraining in information security ensuring sphere.

–Development of interaction of the state and nonstate systems of information support with a view to more effective utilization of information resources of the country.

–Perfection of the system of the standard and legal acts regulating property relations and observance of the balance of interests of personality, society and state in the sphere of formation, keeping and use of information resources. Formation and development of the federal and regional centers of certification of systems of information protection and their elements.

–Counteraction to purposeful actions on misinformation of the power, the country population, to use of information exchange channels for infringement of control systems by various spheres of state life activity.

–Creation of the general informational space of the UNC countries in interests of assistance to integration processes, increase of efficiency of interaction in realization of common interests. Inclusion of Russia in the international system of

information exchange with regard for ensuring of Russian national interests and counteraction to actions of information intervention.

– Ensuring of decisions' making on unconditional interdiction for use of the information weapon in a peace time at international level [1].

Further it is offered to concentrate attention on a role of the state in information protection sphere. Principal propositions on information protection are establishes by the Federal law "On information" (clause 16). The law considers information protection as a complex of "legal, organizational and technical measures directed on:

1) ensuring of information protection from illegal access, destruction, modifying, blockings, copying, granting, distributions, and also from other wrongful actions concerning such information;

2) observance of confidentiality of information of the limited access;

3) realization of the right to information access".

The last purpose has no relation to information protection at first sight. But it is not so. It is necessary to defend not only information of the limited access, but also open information, access to which should be unlimited. It is also the problem of the state concerning information given for general consideration by the State power bodies and local power bodies.

The following category of protected information is information of the limited access, being at any confidentiality mode. But the state role is basically various in different modes of ensuring.

Public information is necessary to be defended from blocking of access, destruction, modifying (distortion). Information of the limited access is necessary to be defended from destruction, modifying, illegal copying, divulging, illegal access, illegal use [4].

Considering the global character of the processes of informatization and occurrence of international cybercriminality, the world community should have interstate organizational structures for coordination of works in information safety sphere.

The main international body is the United Nations Organization and the Security Council created by it. These bodies coordinate states' efforts on realization of actions in information safety sphere and struggle against crimes in information technologies' sphere. Disputed questions are solved at International court at interstate level.

The system of information security ensuring of the Russian Federation is formed on the basis of differentiation of the legislative, executive and judicial power bodies of the federal level, level of the Russian Federation's subjects, departmental structures, and also services of enterprises and organizations.

Thus, in connection with the newest scientific and technical achievements in the sphere of computer science and information technologies, modern rivalry of the states and other objects of social nature is characterized by occurrence of a new factor – information. Through target influence on information environment threats of national safety in various spheres of human activity are realized. In the political sphere the increasing importance there gets information and psychological influence with a view

to form relations in society, its reaction to occurring processes. In the economic sphere there grows vulnerability of economic structures from unauthenticity, delay and illegal use of economic information. In the military sphere an outcome of the armed struggle depends more and more on quality of extracted information and a level of development of information technologies on which there are based systems of intelligence service, radio-electronic struggle, management of armies and of high-precision weapon. In the sphere of spiritual life in society there is a danger of development of aggressive consumer ideology, distribution of ideas of violence and intolerance and other negative influences on consciousness and mentality of the person by means of electronic mass media. Information environment, being a system forming factor in all kinds of national safety (political, economic, military, etc.), at the same time is an independent object of protection.

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The Russian family as a resource and diagnostic criterion of counteraction to extremism and terrorism

The modern Russian family as a live social system, on the one hand, forms personality, setting a system of moral values counteracting to extremism and terrorism; on the other hand, it is transformed under influence of experience of family and nonfamily violence; from the third party, quality of family relations can serve as a diagnostic criterion of its safety/danger for society.

Key words: *family, resource, nonviolent relations, violence in family, hostagehood, the Stockholm syndrome, terrorism, extremism.*

It is known that the person as personality starts in the family. After all, in this unique small group there realizes his primary socialization at the expense of powerful personal potential of adults, first of all parents, by means of a child's training to family, national, cultural, confessional traditions; transferring to him of vital ideas of gender-role, national, cultural and other kinds of identification [1, 2, 9]. Under optimum circumstances in safe family conditions the child receives the first skills and experience of social perception – experience of perception and understanding of self, relatives and strange people; people similar to him and people different from him in some measure. In the family there are formed base values of the person (ideas of honor, dignity, respect, trust, tolerance, freedom for self and the others); here he learns to attitude carefully to self and to other people, gets qualities, skills and abilities without which a modern cultural person is inconceivable.

If the family doesn't carry out the named, vitally significant for the concrete person and the society as a whole functions or carries out them exaggeratedly, then in result of a such "brining up" there appears the individual not able to appreciate own and another's life, ready to interrupt artificially these lives for the sake of pseudo-values. Undoubtedly, exactly these people make a reserve for extremists and terrorists of any sense.

Regardless to their profession, for psychologists, teachers, citizens of the country it is necessary to realize under what conditions the modern family optimum copes with problems of brining up of a personally mature person, and what conditions considerably minimize his competence in this plan.

We are convinced that experience of a victim of house and nonfamily violence can in essential degree transform not only separate persons, their perception of the world, but can change systems of people relations, including rigid patriarchal relations. We will consider these ideas on the example of our experience with victims of family violence in Rostov, with victims of act of terrorism in Beslan.

We have undertook the empirical studying of violence in families of Rostov-on-Don: there have been interrogated 80 citizens at the age from 20 to 45 years having own families, people of different professions; 34,0 % of them are men and 66,0 % of

them are women [7]. The respondents were the persons who have experienced violence in various forms in parental families (basic group – 40 persons), and the ones not having similar experience (control group – 40 persons).

Methodical set of instruments: the tests of S. Rosenzweig and Bass-Darka, the questionnaire of A.I. Taschyova on research of violence in the family. Statistical processing of results was carried out by means of the Statgraf package (3.0) with use of the correlation factor of Brave-Pirson /r/ at reliability level p < 0,05.

The conducted research allows to make statistically trustworthy conclusions.

1. The respondents of both groups describe violence as any concrete kind of behavior, and don't give its general characteristic. The interrogated from the basic group more often apprehend as violence the behavior directed on harming and suffering of someone; and the control group respondents distinguish violence kinds more clearly and particular.

2. The respondents regard four principal forms of behavior as the violent act: physical violence, psychological violence, neglect, economic violence.

3. The respondents who have experienced violence in the parental family, allow violence in own families in 1,5 times more often than those who do not have similar experience (83,6 % of cases against 55,7 %).

4. Violence forms in parental and own families of respondents as a matter of fact are identical: constant scandals, orders, pressure, direct insults, compulsions *(psychological violence);* strapping, slaps in the face *(physical violence);* obstacle to earn own money, restriction in pocket money, control of expenditure *(economic violence).* The respondents of both groups don't use economic violence in own families.

5. The respondents' assumptions of violence reasons in parental and their own families coincide: "tyrant's" alcohol abuse; household problems; lack of mutual understanding between family members; discharge of own pressure; disagreements, distinctions in opinions.

6. There have been reviled 3 groups of features of the tyrant's behavior directly before fulfillment of an act of violence: *characteristics of nonverbal behavior (*change of a look of the "tyrant"; swinging hands; menacing gestures; "fling" of subjects, knock on any subject); paralinguistic behavior (increase of a voice tone; strained voice; silence) and verbal behavior (cavils, reproaches, mockeries; use of obscene expressions).

7. *Patterns of victims' reaction on violence:* "feeling sick", "sharp need for unburden his mind", "something to distract", "attempt to correct a situation", "reciprocal attack", "without changes".

8. Violence in own families of respondents is most frequently addressed to family members: to *near people* (children, spouses, other relatives); to *friends/acquaintance; and also to domestic animals/plants.*

9. *Laws in violence course in own families of respondents* can be reduced to the following: "habit" to apply violence; alcohol abusing; full or partial dependence on the tyrant; impunity of violence; contempt for the partner's rights.

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10. According to the interrogated, *the family violence has expressed negative consequences* for all participants of the violent act: "tyrant" gets large confidence in correctness of own actions, experiences "pleasure of victory" and even more bitterness, can experience the sense of guilt before the victim; among victims they mark isolation, fear, aggressive behavior in relation to other people, insult, nervousness, suicide thoughts, plans, attempts; witnesses of violence feel awkwardness and discomfort of that they had seen, they are disappointed in the tyrant, feel pity and contempt for the victim.

11. *To the factors protecting the family from violence,* the interrogated of both groups have related love and careful attitude to each other; ability to forgive errors of others; desire to arrange something "peacefully"; mutual understanding between family members; tolerance.

Original relation to violent acts in the family we have found out among victims of the terrorism act in Beslan [3, etc.]. During centuries in the North Ossetia as a cultural norm there remained inviolable authority of adults, men, patriarchal character of families with authoritative type of mutual attitudes and closed, monologic character of communication. Degree of personal freedom of each of family members was defined by the father's ideas of admissible and possible manifestations of this freedom, and any attempt to break these ideas was suppressed by the father and all adult family members. Communicational process in traditional Ossetic families had a character of original curtail: it was not accepted to share feelings, information on health of each other; a closed type of communication was ordered to both men, and women in the family and out of it that in many families essentially complicated even care process of physical health of adults. This tradition could be broken only at communication of near relations of the same sex in the family. The "strict, but fair" father could apply physical punishments in relation to children, other family members, including the wife that was apprehended as the inevitable insuperable passing event. It was not accepted to feel sympathy for the guilty openly.

After the act of terrorism children-hostages, other children of Beslan, the Republic began to show obvious and not hidden neglect to parents, siblings, other relatives. Children of 7 years began to insist on own higher family status sthenically; children of 9–12 years tried to raise not only own position in the family, but also the status of the mother, the brother, the grandmother. Having defied obvious danger to be physically punished by the severe father, to pass for liars, "godless dreamers", they dared to enter the struggle against the imperious, rigid father.

Expressiveness of this symptom was defined by a degree of involvement of a child in the act of terrorism, age of children, their personal features, presence-absence of physical trauma during the act of terrorism, its weight, and also child's behaviour in the hostagehood situation, after discharge and so forth.

The most expressed changes in behavior have appeared among the tertiary victims (among inhabitants of Beslan; who, fortunately, haven't being himself the hostage and whose near relatives haven't being in the gym); in 3–4 times lower these

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changes were among the secondary victims (among brothers and sisters of the children who have experienced the act of terrorism at the school); at last, in 2–2,5 times less expressed they were among the primary victims of the act of terrorism (among those who was in the school gym). Among the secondary and tertiary victims of the act of terrorism the described deviations were more aggressive, more often heterogeneous; were addressed mainly to the near, younger, weak and extraneous adults, and also to domestic animals and plants.

Deviations from the habitual, before accepted behaviour began to be demonstrative and provocative, not peculiar to the former system of relations in the North Ossetia as a whole, for example, public nihilism of teenagers in relation to some national traditions of communication with adult extraneous people, including men; obvious scorn of all relatives among the children from 7 years; truancies of studies unapproved by relatives; elements of attitude behavior, obvious rent attitudes; confidence of the children in the all-permitted "under the residence in Beslan". Till now with special tragedy the adult Ossets apprehend children's infringement of traditions of family relations.

Among 54,5 % of adult hostages and 18,2 % of children there has been fixed the Stockholm syndrome as the consequence of violent keeping which was closely connected with the previous to the act of terrorism victim's experience of family and nonfamily. These people, precisely enough describing nightmares of 52 hours of imprisonment at the school and heavy experiences, said that with horror they expected even more terrorists' aggression, than that they have shown. Examples of the "human" behavior of terrorists: "he told to wet linen under clothes, to suck it instead of water", "he threw a chocolate to children", "the terrorist rescued me during storm, having ordered to lay down behind the bodies killed and having covered with his jacket" …

It is revealed that 86,7 % of these victims before and after the school events were exposed repeatedly to various kinds of violence: *house* (5 persons – physical, 7 – psychological; 3 – economic) and *nonhouse* (1 – physical; 3 – psychological; 1 – economic, 2 persons – sexual). Forms of the violence experienced before the act of terrorism usually were combined.

As it was marked above, the specified kinds of violence partially reflect the national family and generational relations in the North Ossetia, till autumn of 2004 they were accepted practically by all interrogated as reality, as standard behavior of the relatives sincerely caring of the future well-being of those to whom they applied violence.

Thus, it is possible to assume the appeared possibility of change of the character of interpersonal communication in the North Ossetia from closed, monologic – to more open, dialogical communication which reason were such dramatic events. However, till now these preconditions to dialogical character of communication are apprehended adequately and painfully by the majority of Ossetic adults as the obvious, causing deviation from cultural norm, as the destruction already because the act of terrorism became its source.

At the same time, the potentiality to dialogical communication is, in our opinion, the come true fact, a natural consequence, overcoming of which is extremely difficult and perhaps impossible, as many Ossets could feel or realize intuitively that the former, traditional character of communication in their families has appeared insufficiently well-founded in extreme, tragic circumstances in Beslan and after them. The experienced drama demanded more openness, and more mutual trust, and national and confessional traditions ordered to people the communication more reserved, more formal, one-sided which couldn't execute completely a psychotherapeutic function within the limits of household and professional psychological help. We believe that the described deviations of communication and the potentiality of their further transformation should be accepted as reality and by all means be considered in all spheres of life activity: up-brining, educational, psychotherapeutic and others.

Works of the predecessors, and also the adduced results of the described above and other researches of the author incontestably testify that, as a matter of fact, any displays of the experienced in childhood and adult age acts of family violence can change the person's relation to self ("it can be admitted more aggression to me, than that is shown now"), promoting formation of a victim behavior, create a specific scenario and laws of his violent behavior in own family and out of it [4, 5, 6, 8]. In turn, heavy nonfamily violence shown, for example, in wildness of the act of terrorism at the school, can have macrosocial consequences – to serve to transformation of mutual relations system, change of character of communication in many Beslan families, between representatives of various generations, various sex, different order of the child birth in the family, rigidly supported by national and confessional traditions of the people before [3, etc.]. And, at last, the family, with its nonviolent relations is capable to make the most powerful resource in formation of the personally mature person capable to creation, instead of destruction; valuing the life as the highest moral value, having positive generalization of perception of self , the near, other people; able to build productive positive relations with people.

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Fedotova O.D.

At sources of a problem of pedagogical prevention of terrorism: the approach of the West German researcher

In the article there is presented one of the first attempts of consideration of the peda-gogical projection of a phenomenon of youth terrorism, belonging to the known West German theorist of political didactics H. Giesecke. There is characterized his estimation of specificity of mental bases of representatives of the left-extremist organizations which perform the politically motivated violence, influence of external and internal factors of forming influence on personality of the potential terrorist.

Key words: *terrorism, left-radical youth, politically motivated violence, mentality, terrorist group, ability to self-determination.*

Change of the geopolitical world map testifies to a certain dynamics of priorities in strategic aiming of our country connected with strengthening of its subjectness at decision of the actualizing problems of state policy and features of their realization. At the same time constructive processes aimed at development of new forms of state-political, social-economic and scientific-educational cooperation proceed in difficult conditions of postconflict stabilization. The questions turned to various aspects of the ideology of politically motivated violence became an object of profound theoretical research in the German Federal Republic long ago.

A conceptual comprehension of the processes and laws connected with manifestations of terrorism and extremism, anyhow concerning education sphere, aims the German Federal Republic researchers at the analysis of actions of various subjects of policy, economy and culture. The professor of the Goettingen University Herman **Gie**secke (born in 1932) is one of the first researchers who have addressed to pedagogical aspects of prevention of terrorism. For the first time he has addressed to problems of estimation of destructive actions of terrorists more than fifty years ago [1]. Twelve years prior to the execution of the track-and-field team of Israel by the terrorist group "Black September" during the Olympic Games in Munich (1972), he has sharply raised the question on necessity of objective research of one of the most serious global problems.

As the theoretical base of the argument of H. Giesecke there became a conception of the sociologist G. Shelski (1912–1984), the conception of research of youth as an objectively existing reality, without timeless ideal ideas about what it should be. Neither society, nor youth need arranging in a theoretical concept of "youth" phenomenon as the independent framework of research organization, and also in development of special research set of instruments. In approach of H. Giesecke there are no estimated judgements, however it contains the important thoughts based on real practice of the analysis of pedagogically significant segments of reality. Those are an activity of members of the former Red Army Fraction organization (Group Baader – Mainhof, RAF) –

the left-extremist terrorist organization which have appeared on a wave of "refusal" of capitalism ideas extended in the German Federal Republic. This organization, almost thirty years keeping in awe the German Federal Republic and then Europe, considered as the purpose the political blackmail of all establishments and the officials promoting strengthening of foundations of the given political system, by means of a "city guerrilla" (guerrilla warfare). An important source are program documents of the RAF, documentary certificates and the autobiographical narrative, belonging to the former members of the RAF organization of terrorists involved in more than 100 proved attempts at which 39 persons were killed, 75 were wounded at explosions.

According to H. Giesecke the base component of the political didactics and the leading factor of formation of terrorist attitudes is the complex of formations, with a certain share of conventionality united by a "group" concept. The theorist considers that the person's aspiration to become a member of either group is absolutely normal – ether it is a large formal association having the legal fixed status – an officially registered society-ferein (Verein) or a society-union (Verband) – or a small terrorist group consisting of persons, united by the common idea of struggle against the injustice understood definitely and felt keenly. By chance the young man can appear both in a socially valuable group, and in a generality pursuing destructive aims. However absence of clear ideas of "normal life prospects" – education, work, family – can become the provoking factor and the initial reason of easing of resistance for negative external circumstances, a subsequent identification of self with the members of group attached to a cult of violence.

In the work "How and why they become the terrorist" [2] H. Giesecke in detail states the system of his views on a problem of formation of consciousness of the future terrorist. He doesn't share the opinion that terrorists are defective, neurotic, not self-controlling people deprived of conscience and ideals. Separately they are "the same people, as you and me": they experience pity and fury, regret and sympathy, fear, they can become victims of a road accident or an act of terrorism. At the same time they are characterized by the aspiration to contact to the people possessing some signs of original "mental mood" as some complex conglomerate including simultaneously internal humility, meekness, compliance, and also confidence, aggression and aspiration to search of the high directing sense of life. Communication with the group which representatives totally are the carriers of these characteristics, allows the potential terrorist to feel all that he is deprived out of this group – recognition, benevolence, charity, support, aspiration to penetrate into difficult mental movements. But the group blocks an access to objectively existing reality: it possesses own internal "reality". In it there circulates an exchange of the opinions not having anything common with the original world; the discussed ideas are separated more and more from the reality, practice cease playing any role in truth check of the stated opinions. Other, alien positions aren't even listened; gradually they cease interesting members of the group and the sense of life search at first steps back to a background, and then is completely excluded from the sphere of the group members' actual needs. As the

new associate accustoms to the terrorist group'"reality", he loses own world vision and adequate self-estimation more and more. Later, after "the new man" takes part in the first illegal action spent by the group – being not in the center of events, but on minor, accurately fixed roles – he has no road back already. He not only understands that recreancy is fraught with consequences from colleagues, but also feels moral discomfort for the reason that his denunciation can damage the group which, in his opinion, sincerely aspires to achievement of pure ideals of common happiness, ideals shared by him too. Isolation from the external world strengthens pressure of the group. The new man becomes completely dependent on group, he gradually feels himself as an organic part of this generality while the real world more and more becomes unrealistic and is experienced as something alien, remote, unworthy feelings of regret. The people killed during the guerrilla time seem inhumans, not-live (un-lebendig) agents of the capitalist system. The society is comprehended as still fascist, changed a facade, but kept an inhuman grin and ready to attack the pure ideals of general equality and brotherhood. Therefore the purpose of the ruling system destruction is perceived as something normal and even humane in relation to all mankind. Isolation in the group, H. Giesecke believes, acts as the leading factor of the forming influence, changes the person's ideas of universality of the categories of good and evil, breaks limits of ideas of moral, debt, duties, value of another's life, well-being as a criterion of work efforts.

The theorist doesn't consider that political attitudes are the base motive of the German terrorism performed by the RAF members; that contradicts the opinion of the former terrorists Michael Bauman ("Bommi") and Hans Klein [3]. Political motives are a continuation of personal sad feelings: displeasure in self causes hatred of the political system; suppression isn't realized as a personal problem, but is sharply perceived in relation to foreign liberation movements. In estimation of the political discourse of terrorism, the theorist considers, it is impossible to rely on opinions of the former participants of the groups describing their motives of terrorist activity as the noble insurgent. H. Giesecke absolutely fairly believes that motives of participation in the city guerrilla struggle, "the school of political practice of revolutionary stuff", are different among men and women. There attracts attention a not enough investigated circumstance that women, the RAF members, made more than half of active members of the organization participating in armed attacks, expropriations and the city guerrilla, and, subsequently, have been officially prosecuted for terrorism. According to H. Giesecke, such a considerable number of women-terrorists is explained by the aspiration to discharge the arrested companions and the loved. True motives of participation in acts of terrorism of persons of both sexes, and also preconditions promoting it, can't be defined unequivocally. In them there are to some extent realized ideas of young men of weakness of the state at realization of the main strategy of development. As living conditions of terrorist attitudes the theorist considers not the real policy sphere where daily there are difficult dynamic processes invisible to the simple citizen, but the sphere of political culture and the moral values' system of the population. H. Giesecke makes an attempt to formulate the theoretical positions defining specificity of

mental bases and a social situation of persons and inducing them to participation in the extremist organizations' activity. With a certain share of conditionality they can be reduced to the following positions.

1. Addressing to problems of priorities and values, the theorist notices that in modern society there has changed the general vector of the estimation of a success phenomenon in a context of formation of a consumer society ideology. New totality of public relations in which basis there is the principle of individual consumption, along with positive moments, also has negative features. First of all, there is a loss of influence of traditional attitudes connected with respect for a labor pathos, close to ideological attitudes of Protestantism regarding unconditional respect for all people, including for the carrying out the unskilled, but socially useful work. H. Giesecke notices that a protest student's movement of "new left" arose in a paradoxical manner; it have reflected mental attitudes of the West German student's youth going into high education in unified conditions and doubting the professional prospects thanks to the mass character of experts' preparation. On the one hand, the "new left" opposed the inspirituality of the consumer society, the culture unification passing into the mass and "single use" category. On the other hand, considering high education as a social lift automatically lifting to new quality of life, the youth has directed the thoughts to new horizons of consumption, but not always thought of itself as of a thin intellectual stratum moving progress. The protest against the possibility not to use the fruits of the received education, because the number of the educated experts increases, became a nutrient environment for the discontent which has led to student's excitements.

Reasoning of H. Giesecke concern the estimation of the statement of many thinkers of post-war time that the idea of self-restriction is lost in the youth environment. Through mass-media there is cultivated the idea of the personal status maintenance through possession by new goods, there depreciates the modest and persevering labour allowing to get necessary, practical, but not the most prestigious things, there are called in question the attitudes on thrift and safety of the got in favor of expansion of new consumer horizons. H. Giesecke connects the "infinite loss of "I"" with these tendencies. In his deep belief, the person getting under influence of te mass culture of consumption doesn't aspire to learn himself, to define borders of the reasonable and permitted, he gets under influence of others, losing ability to the critical self-appraisal. The terrorist activity in this case acts only as one of possibilities of expansion of experience of the noncritical relation to self and reality.

2. The certain negative role is played by the humane in its basis concept of the modern "therapeutic" school cultivating an idea of joyful, but not based on a considerable concentration of intellectual efforts education. H. Giesecke condemns the educational practices which are not ended by independent performance of homeworks. Besides, the widespread relation to education as to a process of equivalent interchange within the limits of the attitude "You exactly receive as much as I receive from you" fetters the productive activity and initiative, limits altruistic manifestations and ability to self-definition. In this thoughtlessness of the school practice and the

predefined character of behavior estimation in the period of the first social experi-ence gaining the displeasure is easily formed, and then the more precisely expressed protest mood which is easily caught up by representatives of the extremist or terror-ist organizations alternatively offering the ideas of liberation movement, struggle for something or with something.

3. For H. Giesecke the question on how in the educational process there realizes the access to cognition of objective reality, how there are formed and, further, real-ized the ideas of the surrounding reality is important. Estimating these aspects of all educational institutions' activity, H. Giesecke states that not only schoolboys, but also students exist in some "artificial environment" being a product of teachers' construc-tive activity. The educated, in his deep belief, stay in the illusory world, only in some of its aspects modeling real processes, phenomena, conditions and so forth. Not the direct inclusion into real practice, but the formation of ability to thinking of life reali-ties becomes an essence of educational process. In this respect terrorist groups and organizations offer qualitatively the other, originally existential life experience really sated with the action, fear, allowing on an example of personal inclusiveness to realize the importance of the "life" and "death" phenomena, emotionally to experience the many-sided nature of practice of struggle and opposition to real state machinery with all its attributes. As a result there is found a new formation, real experience, its impor-tance is conclusive, it is estimated as a personal property and the greatest value.

Reference of H. Giesecke to the problems of terrorism and possibilities of their pedagogical prevention allows to concern to the problematics designated by him fifty years ago as to a valuable source of data on the phenomena which have entered the native social practice only recently. Studying of the problem of pedagogical preven-tion in works of foreign researchers can bring new logic and substantial accents in un-derstanding of this problem with a view of modernization of the native sociopolitical, economic, geocultural and educational practice.

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Abakumova I.V., Fomenko V. T.

Value-sense attitudes as a component of antiterrorist thinking formation

For developing of the didactic model of directed value-sense attitudes' formation, as the theoretical basis it is necessary to develop the model of convincing communication which allows to the pupil not simply to understand the meanings concluded in education contents which is to be mastered, but also to apprehend it at a level of value-sense acceptance as the process of interiorization of a pedagogical situation contents that leads the pupil to occurrence of actualized motive of the education activity realization. The directed influence of the teacher levels the cognitive dissonance effect in education process, when the pupil overcomes the contradiction between the comprehended education contents and values of individual world.

Key words: *attitudes, value-sense attitudes, technologies of directed translation, translator, recipient, convincing influence.*

The humanistic orientation of reforms of modern Russian education as an idea of time is distinctly realized by all social and state institutes. Modern native psychological and pedagogical theories and concepts (A.G. Asmolov, S.L. Bratchenko, D.B. Bogoyavlenskaya, V.P. Zinchenko, D.A. Leontyev, V.I. Slobodchikov, V.A. Petrovsky, D.I. Feldshtein) prefer the educational aims focused on spiritual and value-sense development of pupils. Meanwhile last years there becomes aggravated the contradiction between the educational purposes focused on personal and cultural wealth as a priority of pupils' development, and really existing priority values in the youth environment.

Last years a number of researches on general and pedagogical psychology have allowed to affirm that as the major factors of development of personal sphere it is possible to consider its sense characteristics, levels of sense development. Sense sphere of the person (from primary personal senses to the highest senses making the basis of sense of life orientation and integrated self-regulation of any personality including the schoolboy's forming personality) appear the highest instance which subordinates all its other life manifestations, defines orientation and partiality of human knowledge.

In a number of authoritative psychological and pedagogical works it is told not simple about humanization of education process, but first of all, about necessity of purposeful sense of life orientations' formation at teenage age in conditions of humanistic transformations of social environment, creation of conditions for development of cultural and moral values in youth environment (A.A. Derkach, I.V. Dubrovin, D.I. Feldshtein).

The special section of problems is connected with development of such methods and technologies which initiate pupils' sense formation. In the course of their creation it is necessary to reveal not simply psychological mechanism of sense disclosing in the comprehended educational contents, but also to show how the "uncrystallized"

sense influences personal readiness to apprehend the subsequent material at the value-sense level, how there appears the value-sense attitude in educational process, thus reaching the sinectic comprehension when the one of different qualities suddenly gets the properties of a whole, complete (thanks to a polymodal nature of the sense). However, for the present in psychological and pedagogical literature there are no system complete researches focused on disclosing of the sense attitudes' functioning in specific multidimensional educational context.

At the initial stage an attitude's formation is offered. The attitude is the readiness, the predisposition of the subject arising when he anticipates occurrence of a certain object, providing steady purposeful character of activity's course in relation to this object. The attitude concept has originally been entered in experimental psychology by German psychologists for designation of the factor of readiness caused by last experience to operate in either of ways, which defines the speed of reaction to a perceived situation and some illusions of perception (G. Müller, T. Schuman), and also for description of the unconscious state of readiness occurring at a problem statement, that causes orientation of various mental processes. Later the concept of social attitude has been entered into social psychology and sociology for designation of subjective orientations of individuals as members of group (or society) on either of values, ordering to individuals certain socially accepted ways of behavior (U. Thomas, F. Znanetsky). As an explanatory principle of studying of mental phenomena the attitude is most deeply developed by D.N. Uznadze and his school.

In social psychology the attitude is used at studying of the personality's relations as a member of group to either of social objects, mechanisms of self-regulation, stability and coordination of social behavior, process of self-realization and attitude's change, for example, under influence of propagation, and also at prognosis of possible forms of behavior of personality in certain situations.

The attitude's function, its effects and contents are revealed at studying of its role in activity regulation. The basic attitude's functions in activity are: a) the attitude determines steady, consecutive, purposeful character of activity course, acts as a mechanism of its stabilization, allowing to keep its orientation in continuously changing situations; b) the attitude liberates the subject from necessity of questions' decisions and voluntary control of activity course in standard, before meeting situations; c) the attitude can act as the factor causing inertness, stagnancy of activity and complicating the subject's adaptation to new situations. The attitude's effects are directly found out only at change of conditions of activity course. In a consequence of this the general methodical mode of studying of the attitude phenomena is the mode of activity "interruption". The attitude's content depends on a place of the objective factor causing this attitude, in activity structure. Depending on the objective factor of activity the attitude is directed (motive, aim, activity condition) there are distinguished three hierarchical levels of activity's regulation – levels of sense, purpose and operational attitudes. The sense attitude expresses the personality's relation, shown in its activity, to those objects which have personal sense. By origin the sense attitudes of personality derive from social attitudes.

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

In the process of the antiterrorist thinking formation there should be used technologies of the directed formation of value-sense attitudes orienting on features of development of the sense focusing points of those who gets acquainted with its contents. Thus, there should be formed:

– operational value-sense attitudes which manifest there regulatory function in readiness for negative estimation of terrorism;
– purpose attitudes which are realized in aspiration to coordinate a choice of purposes and appropriation of the contents of antiterrorist activity at personal level;
– motivational attitudes which are manifested in the steady tendency to formation of the categorical apparatus and language of antiterrorist thinking, aspiration to behave according to representations "What do I want to be".

The sense attitude should be preceded by a *perceptive positive attitude* (on terminology of Panasyuk A.U., the attitude on perception) which makes active informative interest of the one who is the subject of influence, influences his emotional sphere ("It is interesting to listen what he will tell", "it is interesting to see what this is"). The perceptive attitude isn't identical to the sense attitude which actualizes deep understanding "I want to get to the truth, I want to know what is behind of this". In other words, the person's attitude on perception and mastering of the offered contents doesn't mean that it has the sense attitude yet (he can apprehend it without partiality). But if the person has the sense attitude, it is necessarily preceded by the perceptive one.

The sense attitude provides not simply the understanding or mastering of the studied contents, but, that's the main, deduces knowledge on a level of personal appropriation, personal acceptance.

For realization of technologies of the directed influence in real practice of information and propaganda there should be developed methods of technologies' realization which will become the real management for those who is not simply the carrier of the antiterrorist's thinking values (translator), but also conducts practical work on presentation of these values in various groups of the population (respondents).

Formation of the value attitudes of antiterrorist thinking. In the process of convincing the attitude of the one who is convinced (respondent) can be manifested in different types, both in a way of formation, and in features of influence on specificity of sense in-

teraction of the translator (who convinces) and the respondent. In the process of developing of the technology of the directed translation of value-sense attitudes in information and propagandistic work it is necessary to use mechanisms of the sense interference (as strengthening and increasing in sense identity between them) as the mechanism of broadening of the joint value-sense space (the translator and the respondent) which is determined by two interconnected, but also oppositely directed processes:

– personalization as the process of transfer of value-sense characteristics in the process of formation of own world image, as intention of exteriorization of the "I" concept and self-relation;

– personification as a process of generation of personal values at the expense of penetration to senses and values of the translator at his inclusion of values of antiterrorist thinking into own world image.

Methods of realization of technologies of convincing influence at respondents' anti-terrorist thinking formation.

For successful development of respondents' value orientations it is necessary to use technologies of the directed influence on respondents as a system which will allow to convince of the personal value of social norms and ways of behavior positioned as positive by the society. To translate the convincing information which is while value only for the translator into personally significant for the respondent too, for the last it is necessary to show that the actions based on this information and acts won't only contradict his value orientations, but also will promote satisfaction of his certain needs and correspond to his value expectations.

The convincing methods include:

– the sense problems;

– overcoming of value-sense barriers;

– attitudes of positive expectation which place the respondent in a position of sense actualization when the sense trace which remained from previous experience of values' acceptance from the potential form passes into actualized, conscious and verbalized one.

From the translator the convincing influence of the values of antiterrorist thinking has some variants, which logician of realization in the process of convincing is determined exactly by the sense attitude which was earlier formed by the translator. The most probable are following trajectories of convincing influences:

– the translator's presentation of the contents which is to be mastered, – the respondent's correlation of elements of the given contents with own information fund – the respondent's understanding of the contents – the respondent's correlation of values of the contents with own system of values – correlation of value characteristics of the translator with own system of values – acceptance of the translator's position – acceptance of value centrations, presented by the translator in the mastered contents – end of convincing influence, the respondent's correlation of values of the contents with own system of values ("synchronization of sense fields" of the translator and the respondent);

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– the translator's presentation of the contents which is to be mastered – the respondent's correlation of elements of the given contents with own information fund – the respondent's understanding of the contents – correlation of value characteristics of the translator with own system of values – the respondent's correlation of values of the contents with own values – mismatch between values offered for personal acceptance and the system of personal values of the respondent – the translator's formation of attraction – the respondent's acceptance of value centrations, presented by the translator in the mastered contents, end of convincing influence, the respondent's correlation of values of the contents with own system of values ("synchronization of sense fields" of the translator and the respondent) (Nesterenko I.E., 2009).
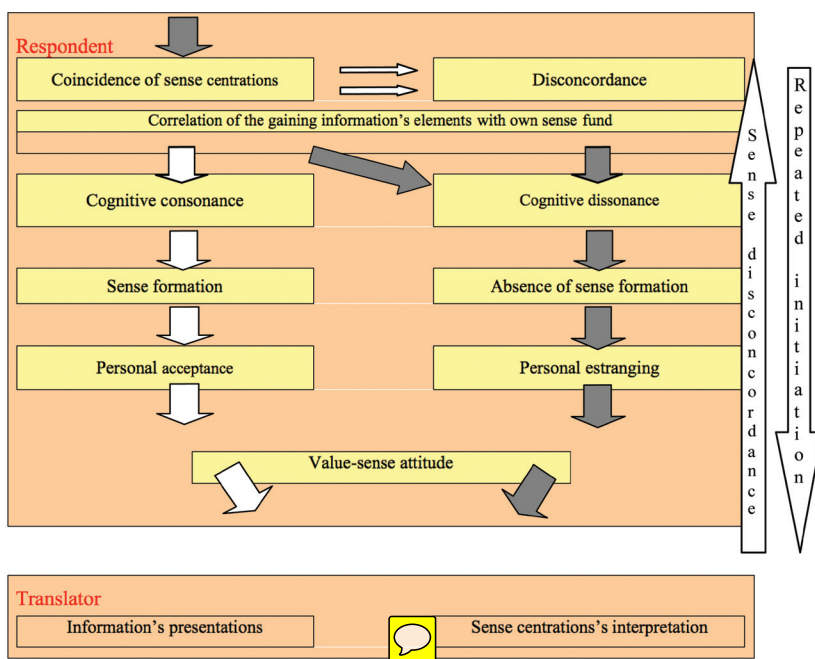
Methods of the directed influence on the respondent's personality are necessary to be considered in a context of cultural, educational and psychological aspects of the translator's personality (the one who carries on the agitation). Any technology of the directed influence refracts through the translator's personality, his adherence to cultural traditions, defining specificity of the convincing influence. The translator's personality acts as a basic element of surrounding socio-cultural environment which influences the respondent's personality during the information and propaganda process. Adherence to either of values, cultural traditions, world outlook, psychological

characteristics of the translator, acting in a united fusion of his individuality, will cause a direction and a pole of influence and interaction with respondents.

At use of the methods of the convincing influences, the translator should consider following *recommendations:*

–in the process of the antiterrorist thinking formation the respondents solve and master the problems having certain personal value for them;

–the translator feels congruous in relation to respondents, that is manifests himself just as hi is, expressing himself free;

–the translator shows positive relation to the respondents, accepts them as they are;

–the translator shows semantic empathy to the respondent, that means he has an ability to get into his private world, to understand his values and personal senses, to look by his eyes, thus remaining himself;

–the translator plays a role of assistant and stimulator of the personally focused respondent, creates psychological comfort and freedom for him; the attitudes of antiterrorist thinking should be focused on his sense of life values and development prospects.

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Shkurko T.A., Goldin O. S.

Personal and social-psychological factors of fighting trim of military sub-units – participants of counterterrorism operations

In the article there are adduced the results of the empirical research of personal and social-psychological factors of fighting trim of groups of fast reaction and sub-units of security of composite battalion of control post of incorporated grouping of armies in the Chechen Republic. It is shown that personal characteristics, interpersonal needs of soldiers and a number of features of interpersonal relations in military collectives cause a type of fighting trim of military sub-units. In result of the research carried out it is described a social-psychological portrait of the young urgent soldier – participant of counterterrorism operation in the Chechen Republic.

Key words: *social-psychological factors of fighting trim of military sub-units, interpersonal needs, need for control, level of subjective control, social-psychological portrait of the participant of counterterrorism operation.*

At the present time of constant terrorist threat and local antiterrorist operations, attention of researchers is turned to the analysis of psychological factors of fighting trims of direct participants of counterterrorism operations. The literature analysis shows that efforts of researchers have concentrated, first of all, on questions of not regulative mutual relations, informal leadership, unity and stability of military collectives, features of leading style of commanders. There are insufficiently studied social-psychological features of personality of soldiers and fighting groups in conditions of performance of service-fighting tasks and continuous fighting duty in war zones, features of soldier's behavior in a fight. In the Chechen Republic, at performance of service-fighting tasks, in a structure of internal forces to sub-units of fast reaction they give the paramount role in reflection of possible attacks of terrorists, in suppression of acts of sabotage, in performance of tasks arising at extraordinary circumstances. Thus, the "human factor" role extremely rises at carrying out of counterterrorism operations. Thereupon an actual problem is studying of interpersonal relations in sub-units of fast reaction, social-psychological climate in these collectives, personal characteristics of soldiers – members of sub-units of fast reaction. There are below listed the results of our research which was spent in 2005 on the basis of the composite battalion which realizes tasks on protection and security of control post of incorporated grouping of armies, deployed in Hankala settlement of the Chechen Republic.

The aim of our research is to study personal and social-psychological factors of fight trim of sub-units of fast reaction and sub-units of security of composite battalion of control post of incorporated grouping of armies in the Chechen Republic. As the research object there have acted the soldiers of composite battalion on protection and security of control post of incorporated grouping of armies in the Chechen Re-

public, in number of 138 persons at the age of 19–20 years. The sample was made by 2 groups. The first group included 78 soldiers of sub-unit of fast reaction, daily carrying out fighting tasks on protection and defense of control post, who are in raised alertness. The second group included 60 persons of sub-units of security. All participants of research are the soldiers at call to military service.

As the research hypothesis there acted the assumption that personal characteristics, interpersonal needs of soldiers and a number of features of interpersonal relations in military collectives cause a type of fighting trim of military sub-unit.

The research methods: **1.** The color test of relations (A.M. Etkind, 1987). **2.** The questionnaire of interpersonal relations of V. Shutz adapted by A.A. Rukavishnikov (1992); it was used with a view to realize the diagnostics of degree of expressiveness of some basic social needs of personality: needs for belonging to various social groups, needs for controlling the others, needs for close emotional relations, needs for the others would include the subject in their activity, needs for control from the others and needs for the others would establish close relations. **3.** 16-factorial questionnaire of R. Kettel. **4.** The sociometric test (nonparametric procedure) is applied with a view to define positive and negative social-psychological status of the soldiers, and also features of interpersonal relations in sub-units. As positive and negative criteria following questions have been formulated: "With whom of group (battalion) members would you like to …" and "With whom of group (battalion) members you wouldn't like to go to fight?" The quantity of elections wasn't limited. The sequence of elections also wasn't considered. **5.** The "Level of subjective control" technique of E.G. Ksenofontova (1999). With a view to find out the importance of distinctions between studied parameters among soldiers of military sub-units of fast reaction and security sub-units there has been used U criterion of Mann-Whitney.

The comparative analysis of personal characteristics, interpersonal needs, features of interpersonal collective relations and partially unconscious relations to a number of the major persons and concepts, social-psychological status of soldiers of groups of fast reaction and security sub-units has shown that there are essential distinctions between them.

Firstly, fighters of groups of fast reaction differ from soldiers of sub-units of security on a level of internality (the "general internality" index, the average rank of group 1 =75,35, the average rank of group 2 =61,90, Z=-1,964, level of significance =0,050). Fighters of groups of fast reaction, being in constant alertness, having experience of participation in counterterrorism operations, are assured that the forces influencing person's destiny are inside of them, first of all they consider themselves responsible for their life, instead of any external forces or other people. The results received on this scale confirm some essential distinctions between the studied groups: on the "I" subscale (influence of personal experience on an examinee: av. rank group 1 =78,22, av. rank group 2 =58,17, Z=-2,939, level of significance =0,003), the subscale of competence of interpersonal communication "IC" (av. rank group 1 =76,02, av. rank group 2 =61,03, Z=-2,216, level of significance =0,027), the scale of activity negation "AN"

(av. rank group 1 =61,88, av. rank group rank 2 =79,40, Z=-2,573, level of significance =0,010) and the subscale AI "Readiness for independent planning, realization of activity and responsibility for it" (av. rank group 1 =74,90, av. rank group 2 =62,47, Z=-1,832, level of significance =0,067). The received data allows to understand the nature of internality among the first group examinees more deeply. Fighters of groups of fast reaction, unlike soldiers of security, are pure internals, and not only at the world outlook level, but also at the level of readiness to activity. They are ready to plan, realize the activity independently and to take responsibility for it. Soldiers of sub-units of security have much more expressed indexes on the return scale "Activity negation" and more likely tend to a conclusion about unreasonableness, senselessness of realization of the activity incapable to lead to a positive result. Also significant distinctions on the "I" subscale allow to make a conclusion that on internality of the examinees of the first group, first of all, there affects their personal experience. Distinctions on the "IC" subscale show that soldiers of groups of fast reaction consider themselves competent of interpersonal relations in greater degree than fighters of sub-units of security.

Secondly, the comparative analysis of the indexes received on 16 factors of Kettel has found out significant distinctions on two of them: on the M factor (pensiveness/practicality: av. rank group 1 =79,10, av. rank group 2= 57,02, Z=-3,319, level of significance =0,001) and on the Q2 factor (nonconformism/conformism: av. rank group 1 =74,80, av. rank group 2 =62,61, Z=-1,848, level of significance =0,065). The received data was unexpected for us, as we assumed that in groups of fast reaction which are "on an attack edge", constantly risking life, there would be people more courageous, emotionally steady, self-assured, etc. The research results draw a little bit different, "romantic" portrait of a participant of direct counterterrorism operations: unlike practical, pragmatic, careful, realistic soldiers of sub-units of security, he is more pensive, has the developed imagination and own private world, is more self-sufficient and self-motivated. These soldiers more idealize military operations, experience heroic dreams. Communicating with this category of soldiers it is obvious their readiness for a feat, aspiration to strain to be in action. In addition to this, there are received close to significant distinctions on the Q2 factor, "conformism-nonconformism". Soldiers of groups of fast reaction prefer own decisions, independence, follow the way chosen by them, wish to make own decisions and try to operate independently; they are more independent. Soldiers of sub-units of security more dependent on group, follow public opinion, prefer both to work, and to make decisions together with other people being guided by social approval. Thus frequently they don't have initiative in decision-making. The data received in the research is coordinated with the conclusions made by G.U. Fomenko [3] on a sample of employees of power departments, shown that features of personality's existence in an extreme situation defines the modus of being: limiting or extreme.

Thirdly, the comparative analysis of social-psychological needs among soldiers of the first and second groups has revealed significant distinctions of 2 kinds of needs: needs for inclusion into various social groups at other people initiative (av. rank group

1 =63,98, av. rank group 2 =76,68, Z=-1,874, level of significance =0,061) and needs for control from other people (av. rank group 1 =63,79, av. rank group 2 =76,93, Z=-1,940, level of significance =0,052). Thus, social-psychological needs of fighters of groups of fast reaction differ from soldiers of security in "inclusion" and "control" spheres at a level of behavior demanded from the others. Soldiers of groups of fast reaction have lower index of expressiveness of need for inclusion, preferring to communicate with small quantity of people that is characteristic for members of the group "closed" on their problems, daily carrying out various fighting tasks. On the contrary, soldiers of sub-units of security have more expressed needs for acceptance by the others and belonging to them. The significant distinctions received in control sphere, allow to conclude that soldiers of groups of fast reaction have much more poorly expressed need for dependence, for control from other people, for someone another would make decisions and assume a responsibility. The staff of sub-units of security is more subject to control from the others, they are more dependent, hesitate at decision-making.

Fourthly, studying of partially unconscious relations to significant persons and concepts among the soldiers of both examined groups hasn't revealed significant distinctions in intensity of relations to a collective, to army service, to contract service, to the battalion's commander, to the platoon (sub-unit) commander, to life, to death, to love, to friendship, to life threat. We assumed that men constantly endangering life, face to face meeting with terrorists in fight, have any special system of relations to universal values, companions and danger. Significant distinctions are found out only on the "Service in Hankala" index (av. rank group 1 =62,51, av. rank group 2 =78,58, Z=-2,371, level of significance =0,018), and relation to service in Hankala is more positive among the staff of rear sub-units which doesn't leave on fighting tasks. This data is coordinated with other known inquests showing that soldiers of rear divisions highly estimate service in Hankala.

The special interest cause the results of sociometric procedure by which results there have been built sociometric matrixes on each of eight sub-units participating in the research. During the research the soldiers of groups of fast reaction did sociometric choice from the companions on sub-unit whereas in service sub-units sociometric elections of the soldiers were extended on all battalion. The highest sociometric status had the soldiers of fighting sub-unit in battalion – platoon reconnaissance. The positive sociometric status varied from 0,28 to 0,44 whereas the negative status has been diagnosed only among insignificant part of the staff of this sub-unit and was insignificant on numerical expression. More than 30 % of the staff had mutual elections that speaks about high unity of the collective being in constant alertness and tempered in daily performance of fighting tasks. This sub-unit significantly bypasses all other examinees group. The similar picture was observed in a tank platoon. Besides among the soldiers of these two divisions there is a high level of emotional effusiveness. By the features of interpersonal relations these sub-units differ from all the others, even from other groups of fast reaction. In our opinion, it is caused by their fighting tasks: scouts and tankmen are ready to set out the disposition post and to carry out service-

fighting tasks outside of a control post. They are more rallied; the division penetrates a network of mutual relations of sympathy and support.

Generally, the staff of groups of fast reaction has higher social-psychological status, than the soldiers of groups of security (av. rank group 1 =81,51, av. rank group 2 =53,88, Z=-4,030, level of significance is less than 0,0001). The status of each member of group in sub-units is significantly more among the soldiers serving in groups of fast reaction, rather than among the soldiers of sub-units of security.

The conducted research has shown that a number of personal and social-psychological characteristics of soldiers cause a level of their performance of tasks on alertness. First of all they concern to them: high social-psychological status, internal control locus, nonconformism, pensiveness and degree of expressiveness of need for contacts and control from other people. The obtained data has allowed to create the social-psychological portrait of a young urgent soldier taking direct part in counterterrorism operation in the Chechen Republic. First of all, this is the person assuming responsibility for events around, independent, pensive, with developed imagination, able to build strong interpersonal relations with companions, with high social-psychological status and lowered needs for dependence and wide social contacts.

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Yushko G.N.

Formation of the humanistic world outlook of pupils as a basis of counteraction to terrorism and extremism (on an example of studying of subjects of a natural-science cycle)

In the article there are considered problems of formation of the humanistic world outlook of schoolboys on an example of studying of subjects of a natural-science cycle. There are described stages of formation of the humanistic world outlook; it is shown the role of ecological and valeological education in development of tolerant consciousness of the pupil's personality.

Key words: world outlook, views, beliefs, ecological education, valeological education.

The person's personality can't be developed out of society. From the earliest age the child receives ideas of the world and the person's place in it. At first these ideas are formed in the family, then in the educational space which is presented by establishments of preschool and school education. Depending on how much parents and an education system are occupied with the concrete child these ideas can be scientific or not scientific. Ideas of the concrete personality is a system of ideas and beliefs arising on the basis of individual experience.

According to D.N. Ushakov **world outlook** is the whole complex of views, opinions of the surrounding, life, the world, either sphere of being [6].

Subjects of a natural-science cycle allow to develop the scientific and humanistic world outlook of schoolboys. In itself the subjects' educational content is neutral in upbringing sense. The studied facts, laws and regularities can be interpreted and understood in various ways. Personality of the teacher introduces the upbringing orientation to the educational content; the teacher makes pupils' attention active; he oranges a lesson (through dialogue, problem or projecting education) so as pupils would search for answers on the questions by themselves, form own system of concepts and beliefs. At such approach the teacher or parents are only coordinators of the pupil's cognition. They take the latent position and thus promote development of the child's own world outlook.

The base of formation of the scientific world outlook of pupils is studying of theories, laws, facts (a cognitive component) and acquisition of various educational abilities (an activity's or competence component) which then pass to a level of personal senses of the schoolboy.

For example, at biology lessons, the teacher shows fragility of live objects, possibility of the natural community's quick destruction. Thus, the humanistic world outlook of schoolboys is developed; they learn to respect life in all its displays, get used to the thought that it is impossible to attempt upon someone's life simply by a whim or because you don't like something in it. Thus a prominent aspect is recognition of the

right to existence of the individual different from the person who can be weaker and more defenseless. Further these positions can be also transferred on development of tolerance in relation to people of other nationalities, views and opinions that finally promotes formation of safe educational environment.

At chemistry studying it is also possible to develop the humanistic world outlook of schoolboys. Thus, at studying of physical and chemical properties of substances, their use by the person, it is necessary to explain to schoolboys that there are no good or bad substances or technologies, but there is a humane or illegal aim of their use. For example, an explosive to ruin hundreds people is possible to be prepared from simple enough and in general accessible components, but the same components can be used for reception of substances which serve for the human welfare (medicine, fertilizers, etc.). Thus, we show to children that at the basis of human act there is his world outlook, his relation to the other human life.

Formation of views and beliefs of schoolboys, which are in due course developed into world outlook, occurs through some stages.

1. *Formation of views of the schoolboy; that is an emotional estimation of facts and phenomena of reality.* At this step it is necessary for the teacher to use such methods, forms and educational technologies which will promote development of pupils' humanist views on the events and phenomena occurring in nature and life.

2. *Formation of beliefs* which act as incentive stimulus to activity of the pupil. Beliefs are developed of the sum of scientific knowledge, abilities and life experience (a vital position) of the schoolboy. On the basis of beliefs the schoolboy defines his attitude to an event, a phenomenon, makes its estimation. This stage is very important in formation of the world outlook of the child. Parents, mass media, educational environment have a great influence on formation of beliefs. Beliefs basically are formed of those ideas which are personally meaningful for pupils and which they can apply in real life. Unfortunately, in relation to "the others", beliefs can have both positive and negative character. For example, the self-murderer who realizes an act of terrorism is convinced of correctness and fidelity to ideals of his religion. Unfortunately, modern terrorists more often are young men; that means that the family and school couldn't form the humanistic outlook among these people.

3. *The schoolboy's world outlook formation* on the basis of views and beliefs. This process lasts throughout all human life. Sometimes people are too rigid in their beliefs and don't want to change after changes of their life conditions. It is very easy to involve such people in terrorist organizations, in sects, as they don't see (or don't want to see) the positive in the surrounding reality and it is much easier for them to be in the closed organizations where they skillfully manipulate their fears and biases.

From our point of view, the ecological and valeological education promotes development of the humanistic world outlook at the studies of a natural-scientific cycle.

For a long time influence of the person on environment is not local and even regional yet; its consequences have global character. "Harmony of the person and nature should become a basis of development of our society. Each person should realize necessity of harmony with the nature. Today more than ever, before the mankind there is a question on the necessity of change of the relation to nature", transition from anthropocentrism principles to a primary ecocentrism, providing the corresponding education of new generation [3].

Organization of the well thought over and personality focused system of ecological education of pupils, both at school, and in additional education system, is urged exactly to promote such transition.

Since childhood it is necessary to give ecological knowledge to pupils, to impart ecological thinking and ecological culture. This problem is not a simple one. There is a necessity of systemness, effective methodical and technological methods, competent selection of ecological content. All of these causes extreme importance of carrying out of different arrangements (action, subbotniks, voluntary work, etc.) which will promote development of the humanistic world outlook of children [2].

We understand the **ecocentric world outlook,** being a part of the humanistic one, as the subject's belief that the person and nature is a single whole.

Thus it is important to understand that at ecological education realization in consciousness of pupils simultaneously there are some points of view in relation to the nature. Anthropocentric and ecocentric world outlooks are in interaction in consciousness of the pupil, forming some mixture of views and concepts. The world outlook including two boundary regions, anthropocentrism and ecocentrism, is influenced by the corresponding value attitudes developed in the process of pupils' ecological and general education. Anthropocentric and ecosentric world outlooks are kept by the schoolboy's consciousness, thus the consciousness of the pupil is guided by them even in a case of occurrence of the certain life situation connected with necessity of display of a certain action in relation to nature, gives out a complete image of this action and this complete image can be anthropocentric or ecocentric.

In situations of choice of a certain kind of action in relation to environment the schoolboy can't act in either way but to construct that he knows, being guided by own experience. The choice that he makes according to his experience will make the content of his practical activity in relation to nature. Therefore for the educated it is necessary to create the ecologically focused environment which will comprise conditions for schoolboys' reception of a certain experience of manifestation of the mainly ecocentric world outlook in choice situations at practical decision of ecological problems (territory cleaning, economy of water and other natural resources).

For transition from the anthropocentric world outlook of pupils to the ecocentric one it is necessary to create the ecologically focused environment possessing potential senses and certain conditions which, at occurrence of certain factors, initiate expansion and consolidation of semantic formations, sating with necessary senses the schoolboy's world outlook and its personal components through the ecologically focused practical activity.

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Being based on the concept of I.V. Abakumova [1], we consider that dynamics of semantic development and personal growth of pupils generates continuous interaction between situational, "current" semantic displays and semantic structures which can have a claim on a steady level and define behavior of the sense in its "decrystallizing", appearance for the cognizing; this is a field of sense self-actualization, the field where the sense "grows" to a certain level from the minimum to the maximum condition, from a personal sense to a personal value.

Thus, a source of sense formation is the vital world of the person; it is the world of his relations with an obviously limited part of reality (D.A. Leontyev, K. Rogers, V. Frankl, N.E. Schurkova). Some its fragments have more value for him, and closing of his subjective experience, his life relations, on them is more intensive and dynamical; the others have smaller importance and the subject's relation to them can be less expressive; the third can be presented only potentially. The aim of parents and teachers is to make humanistic approaches to the world around the basic for the child and that they would form a basis for development of his personal world outlook.

The great value for development of the humanistic world outlook of schoolboys has valeological upbringing in the family and in educational space.

Valeology approaches to health of the person from a "self" position (self-comprehension, self-cognition, self-sanitation, self-improvement). Pedagogical valeology is based on a number of principles of health-creating education [on 4].

1. **A principle of conformity with nature** (Komensky, Pestalocci, Pirogov, Tolstoy). On the basis of this principle the system of education and upbringing should be constructed according to the child's nature, to laws of his development.

On the basis of this principle, education and upbringing are to be constructed being based on three base needs peculiar for the person, namely: need for search of life sense (which is the basis of person's spirituality); need of the person for the other person (as a possibility of tolerant coexistence in society); need for creative self-strengthening (aspiration to disclose all inclinations laid in the child).

2. **A principle of the person's uniqueness**. Being based on this principle it is possible to formulate the main purpose of modern education – the all-round development of individual abilities of each pupil. At such approach each child starts to accept himself as a reality, tries to develop his abilities and inclinations. Thus he begins to concern tolerantly to "the other I", to learn to respect his personal propensities and experiences.

3. **An addition principle**. Realization of this principle conducts to acceptance and comprehension that: nature creates everything on the earth, including the human, as an addition to each other; each person is necessary to other people, as for realization of his vital aim he needs help of these people; the pupil can't live in informational, social vacuum, he necessarily cooperates with contemporaries, with teachers, parents, etc.

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4.   **A principle of unconditional love**. The child's responsible relation to his health can be brought up only if the child feels love of people close to him. On the other hand the relation to self as to a value forms the responsible relation to other people, to environment among pupils.

5.   **A principle of projecting education**. Realization of this principle assumes pupils' mastering of various kinds of activity and formation of key competences. Performance of projects stimulates creative activity of schoolboys, trains them in their work in a command, forms a communicative competence.

Development of the humanistic world outlook, thus, is a long and uneasy process. To generate the humanistic world outlook, for teachers together with parents it is necessary to impart gradually to the pupil the humanistic relation to nature, world around, people near him. For this purpose it is possible to use the stimulation methods, personally focused technologies, projecting education.

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