# RUSSIAN PSYCHOLOGICAL JOURNAL

Vol 8 # 1

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## THE GENERAL PSYCHOLOGY

**Abakymova I.V., Grishina A.V.**

# Labour migrant image in Russian mass media: peculiarities of young people value-sense perception

*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.*

The beginning of XXI century is a stage of revaluation of priorities in humanitarian science. «Demassification of a civilization, reflection and strengthening of which are mass media media, involves huge jump of volume of the information which we exchange with each other. And this growth explains, why we become«an information society» (Toffler, 1980). This tendency is reflexed both by society and science.

In our country the great attention at the state level – is given on to problems of development of an information society. Strategy of development of an information society in Russia till 2015 which is one of priority national projects has been confirmed February, 7th, 2008. «The strategy essence consists that the state guarantees to a society creation of such conditions at which the simple citizen can use as effectively as possible information technologies – communication, a telephony, the Internet, and the main thing – to receive qualitative information services», – the first vice-premier Sergey Ivanov summarized. It is obvious that the role of the mass-media which are providing dialogue in scales of society and representing itself as the main link between environment and the person considerably increases in a modern information society.

The basic stream of data on an external world. The subject receives through mass media which not only inform of what happens around, but also extend models, the social norms as an example for formation of human relations, values and the interests defining the individual lifestyle of a person. Thanks to it mass-media turn to be the most powerful factor of influence on a world picture, both of the separate person, and public groups.

The phenomenon of mass media became an object of steadfast research both Russian, and foreign psychologists, political scientists, sociologists, linguists about 50th of XIX century, and has been studied within the limits of the theory social learning (A. Bandura, J. Rotter, U. Mishel), cultivation theories (J. Gerbner), socialization theories (I. Mejrovits, N. Poustmen, M. Rosenberg), use and satisfaction theories (J. Blumer, E. Katz, F. Palmgrin, K. Rozengren), theories of imposing of the agenda (D. Shou, M. MakKoms), cognitive theories of mass-media.

Despite distinction of approaches to studying mass-media, all researchers converge in one: mass media have a huge psychological influence on audience in sphere of actually activity in its real realization and in value-sense sphere of the person, transforming his motives, requirements, installations, valuable orientations and forming stereotypes. This process concerning the youth as a group subjected to the greatest influence in force of unformed counteraction mechanisms to mass-media information influence appears the strongest and, thus, mass media practically design an image of the world for young generation.

D.A. Leontiev writes that «the image of the world acts as a source of the subjective definiteness allowing unequivocally to perceive objectively ambiguous situation. The apperceptive expectations system evolving on the base of world image in a concrete situation influences the maintenance of perceptions and representations. Knowing features of perception the person of those or other parts of the reality or unilateral interpretation by him of objectively ambiguous events and situations and attributing the reason of these features or interpretations to the steady image of the world, in particular, to personally-sense transformations of this image, it is possible« to calculate »vital senses for him of different people, situations and circumstances and on this basis to predict his real behavior in similar circumstances …» [6, p. 311].

According to A.A. Gostev, the mental image is both caused, and causing. In unity three making (a sensual substance, meaning and sense) the mental image of the world is considered by A.N. Leontiev as the original «prism» mediating external influences in the course of regulation of activity. In turn external influences, forming appropriate images, and also individual value system, change an integrated image of a reality [4].

S.D. Smirnov considers that «the image of the world is future reflection, that is represents system of forecasts and extrapolations». «The image of the world is nuclear formation in relation to that on a surface acts in a kind of sensually issued picture of the world» [5, p. 268].

It is possible to allocate two original approaches to concept of an image of the world by E.U. Artemyeva. First, she accurately fixes «its property to accumulate background of activity». Thereupon, secondly, she enters representation about the subjective experience, corresponding with image of the world, as quotient with the whole. Both an image of the world, and subjective experience – multilayered formations: in the latter the semantic layer is allocated. Communication between a semantic layer and image of the world can be imagined so: the deepest structure-image of the world is unmodal and rather static, as is reconstructed only as a result of realization of the

action shifting senses after achievement or unachievement of the purpose if the pur-pose is admitted by filtering systems as enough significant. A semantic layer-picture of the world-shows the structured set of relations to actually perceived objects. It is more mobile, managed by the image of the world, and gets the building material from «perceptive world» and, probably, from direct perception » [5, p. 269]. It is necessary to pay attention that Artemyeva considers as elements not only a world picture, but also an image of the world, not images of objects, and images of the relation to them. The image of the world by Artemyeva, acts« as the integrator of person interaction traces with the objective validity ».

D.A. Leontiev specifies transformations of an image can be generated as steady features of person structurization of a complete world picture, and passing influence of momentary motives. E.U. Artemyeva considers that depends also on perceived ob-jects and the phenomena. In relation to many of them the person already possesses the certain aprioristic relation which is an experience of interaction with these objects and the phenomena, and reflects their vital sense and is fixed in the person in the form of dispositional structures and structures of subjective semantics. At the same time objects and phenomena new to us also from the very beginning cause the biassed relation to and are estimated from this point of view of their personal sense. The per-sonal sense of objects and the validity phenomena is understood by D.A. Leontiev as a component of perception images and representation of corresponding objects and the phenomena, reflecting their vital sense for the subject and presenting to its sub-ject by means of emotional coloring of images and their transformations [6].

One of the major aspects of the social reality presented in person world image, is intergroup interaction of big social groups representatives. Distinctive feature of this interaction is that it can occur without direct interaction of these groups representa-tives. Therefore the considerable contribution to formation of social stereotypes in the course of intergroup perception is carried by the information extended in mass-media. It creates «the second reality» in the subjective world of the person and is si-multaneously way of expression and a source of stereotypic images formation of the big social groups representatives.

The social stereotype is defined as the simplified, schematical image of social ob-ject (for example, an image of social group), widespread in certain big social group which is characterized by high degree of a coordination of individual representations in group and emotional coloring. One of the most learned forms of social stereo-types are ethnic stereotypes which were investigated by A.G. Asmolov, V.F. Petrenko, G.U. Soldatova, E.I. Shljagina, T. Adorno, T. Pettigrju, I.S. Kon, B.A. Dushkov, V.P. Levk-ovich, N.G. Pankova.

Mass media play an important role in construction of a subjective world picture around of modern youth, in particular the social validity in various aspects, i.e. par-ticipate in outlook formation as a whole. Studying the youth image of various social groups and degree of mass-media influence on this image is considered interesting, but not enough learned theme.

Studying of problems of covering ethnic problems in mass-media in domestic and foreign psychology is now at an initial stage. In the American research of big social groups image in materials of mass-media the considerable attention is given to research of the image of national minorities: the Afro-Americans, the Spanish-Americans or the Latinos, the Arabs and the Arabo-Americans. The American researcher S. Klark has allocated in 4 chronological stages of the image of national minorities on US television.

1. Non-recognition – when this group is simply excluded from telecasts. At this stage of representatives of any groups, as a rule, are not shown on screens but when they appear they are given only negative roles. The representative of other culture would never learn from TV programs that these people in general exist in the given society.

2. Ridicule – When the dominating social group glorifies the image at the expense of belittling of minority, representing their incompetent and ignorant. Now a good example of the group which are at a stage of ridicule is Arabs; we seldom see on the American television positive or causing sympathy Arabian or Arabo-American characters.

3. Streamlining – when minority group appears as defenders of an existing order (for example, policemen, detectives, spies). Such roles were typical first positive roles of Afro-Americans in the sixties; in today's American telecasts in similar roles we often see Latinos.

4. The Respect – when to groups of minority is given all spectrum of positive and negative roles, same as to the majority. It doesn't mean that stereotypic characters have completely disappeared or that all characters cause sympathy; simply their range became more widely: we see kind and clever characters along with malicious and silly [3].

The researches of showing different social and national groups in mass-media materials are widespread also in other works of foreign authors. So, results of the research spent by group of the American scientists led by the known expert in the field of mass communication J. Gerbner are interesting. Carried out by Gerbner's group in 1960–1970th the long-term content-analysis in total 1600 TV programs with allocation in total 1500 characters has shown that the majority of TV-characters in these programs was made by white men, and female characters was three times less, characters – of representatives of other nationalities practically weren't found.

One of its basic conclusions consists that TV schedules represent a false picture of the world, but the audience perceives these programs as reflecting reality. It partly is possible to explain that in modern conditions for the majority of the population the television is the basic and often dominating source of the information in general and in particular about social and ethnic groups. It makes on audience appreciable impact [3].

In the experiment spent in controllable conditions in 1990, the American researcher Slejter acquainted people with the information on certain social group. This information was invented (undertook from a work of art) or documentary (from political magazine) and concerned groups which is known or unknown to participants of ex-

periment. If the group was unknown to people, the artistic image rendered on them a greater influence, than the documentary image whereas for known group the return was true. This data shows that artistic images influence strongly on formation of representations and installations when there is no real experience of dialogue between the groups [7].

The international migrations became the integral line of a modern society. Today all countries of a planet face to some extent problems of migration and integration of migrants. Within last 15 years from the Russian Federation has emigrated about 12 million persons the majority from which was highly skilled experts in various socially significant areas: medicine, a science, information technology. Thus to Russia immigrated about 13 million labor migrants, 90 % from which – non-qualified workers who frequently don't have high and even secondary education, slowly integrating into Russian society. All it, certainly, has affected on labor migrants image as the social group causing the inconsistent relation at local population that conducts to increase of social pressure and interethnic conflicts.

Negative attitude to migrants arises frequently among people who have no experience of direct contact to migrants, and, apparently, is generated under the influence of mass-media. In this connection, we have decided to conduct research of an image of the labor migrant at students as active consumers of mass-media. Students for the objective reasons haven't faced a problem of labor migration yet and had no experience of real dialogue with migrants that grants to us a right to consider that the image of the labor migrant developed at student's youth mainly under the influence of opinion of reference groups and mass-media.

For normal social-psychological atmosphere in a society it's necessary to create and strengthen the tolerant relations between various social groups that will allow to interfere with development of such negative social phenomena as extremism, terrorism, xenophobia, military conflicts on racial and religious reason. The student's youth is, on the one hand, that social group, whose value-sense orientations is still enough dynamic and are subjected to various kinds of transformations, and, on the other hand, this generation will make a basis of the future society in the Russian Federation. One of ways of influence on value-sense sphere of young generation are,certainly, mass-media.

The arisen contradiction between necessity to study value-sense transformations of modern youth and insufficient degree of learning of scrutiny of those images, which mass-media creates for various social groups, and their influence on a social-psychological situation in a society has defined the research problem which results are shortly displayed in the present article.

Students of high schools of Rostov-on-Don as consumers of mass-media became object of research. All examinees were people of one generation (from 18 till 25 years) and have made four groups. Groups were differentiated on a professional orientation: psychologists, physicists, lawyers and economists. As experimental base of research the state universities of Rostov-on-Don acted: «Southern Federal university» and « Rostov state university of means of communication». In total 200 persons have taken

part in research (147 women and 53 men). Research procedure was spent by a method of a horizontal cut and had character of group and individual work. All participants of research were offered to fill uniform forms of testing and poll.

In the course of research we used some groups of methods: the theoretical analysis of psychological sources on a research problem; diagnostic empirical research with use of personal test techniques, estimated scales (tests «Senselife orientation» by D.A. Leontiev and «Valuable orientations» by M. Rokich, an express questionnaire «Tolerance Index» by G.U. Soldatova, «Social distance scale» by E. Bogardus in A.V. Grishina, I.V. Abakumova updatings, 2 questionnaires by A.V. Grishina, I.V. Abakumova.

Having analysed existing works on studying of perception of images from mass-media and their influence on behavior of the person, we have come to necessity to prepare a technique, allowing to reveal the respondents relation to labor migrants images broadcasted in mass-media and, the main thing, allowing to define the social distance on which the respondent supposes an image and accordingly migrants. On that reason «The scale of a social distance» by E. Bogardus has been modified. As it is necessary for us to define a respondent's social distance with various ethnic groups, but with images of these groups which are broadcasted in mass-media at covering of problems of labor migration, we took the Scale of judgements developed by Bogardus and have chosen the most popular and various images of labor migrants from mass-media.

The examinee, as well as in E. Bogardus's original technique, was offered to note those distances on which they willingly would admit members of the given group: close relationship by means of marriage, membership in my club as my friend, neighbors along the street, an accessory to my professional group, citizenship of my country, visitors of my country, shouldn't be allowed to enter my country. We have assumed that results of research by the given technique will reflect influence of labor migrants images in mass-media on the relation of respondents to labor migrants in real life and will allow to develop recommendations for mass-media for the purpose of coordination of images in mass-media and a state policy in the field of migration regulation.

We had been received following results.

Images of highly skilled and thus public labor migrants, i.e. sportsmen and trainers, in all groups of examinees have been put on the least social distance assuming close relationship by means of marriage or friendship (fig. 1).



**Fig. 1.** Images of highly skilled and thus public labor migrants

Images of qualified, but not familiar labor migrants, i.e. teachers, science officers, governesses, have been put on the average social distance assuming an accessory to my professional group or the neighborhood (fig. 2).
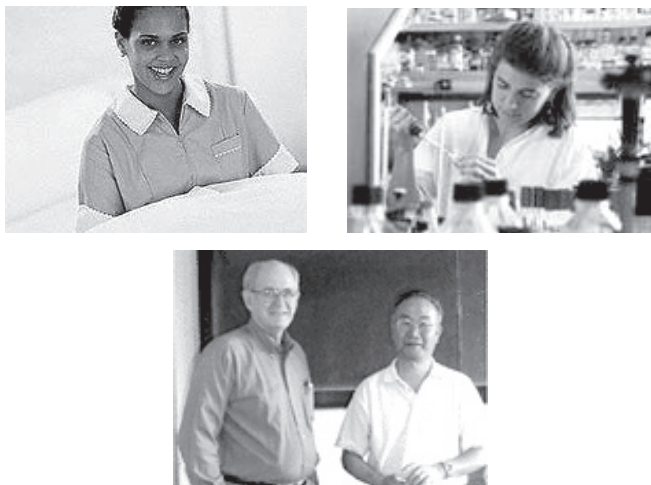


**Fig. 2.** Images of qualified, but not familiar labor migrants

The greatest social distance in all groups has been revealed with images of labor migrants of working specialities (fig. 3).



**Fig. 3.** Labor migrants of working specialities

The distance with image of group of idle labor migrants from the near abroad, is the biggest of possible and respondents from all professional groups consider that such labor migrants shouldn't be allowed to enter Russian Federation.

In group of economists the least social distance with all images has been revealed that points to loyalty and tolerance of students-economists to labor migrants. In group of lawyers the biggest social distance with all images has been revealed that specifies,on the contrary, in as a whole negative attitude of law students to labor migrants.

Two questionnaires have been developed for a fuller appreciation about labor migrants image of various professional orientation students. Answers to the questions have allowed to define the general relation of respondents to a problem of labor migration and to draw a conclusion on their readiness for social contacts to migrants, and also to reveal what kind of labor migrant image is generated by the Russian mass-media at present and the relation of the respondent to this image.

All groups of examinees have shown the following attitude to labor migration as a whole (fig. 4).
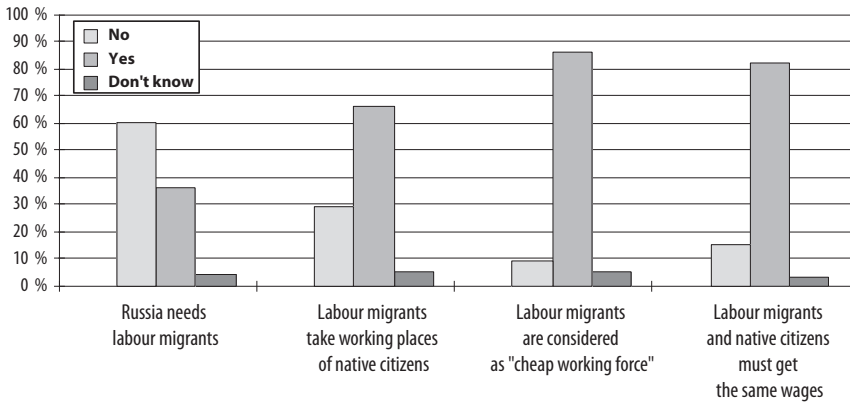


**Fig. 4.** The general attitude to labour migrants

Examinees have shown the following attitude to a role of mass-media in formation of an image of labor migrants (fig. 5, 6).
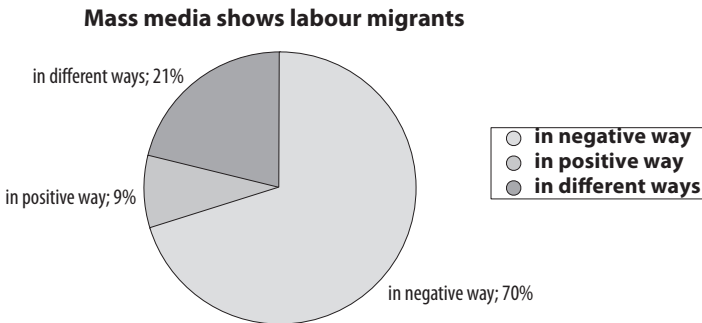


**Fig. 5.** Mass media influence on labour migrant image
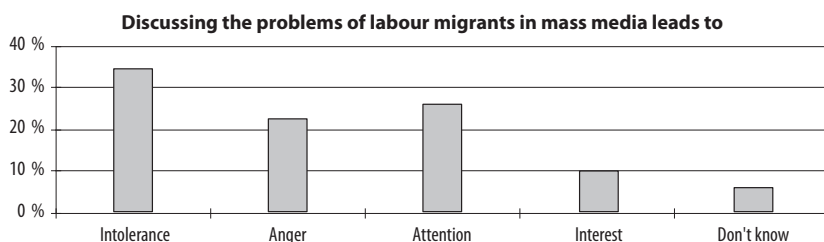
Fig. 6. The consequences of discussing labour migrants in mass media

Most used terms at discussion of labor migration students consider terms «illegal immigrant» and «guest worker».

As the most typical image of the labor migrant in the Russian mass-media of 96 % of examinees consider an image represented on a fig. 7.



Fig. 7. The typical labour migrant image

It was offered to examinee to describe that image of the labor migrant which is generated for them by mass-media and 62,5 % of them have answered that it is an image from comic TV program «Our Russia». Other respondents simply don't have any exact image.

According to these results it is possible to say that students no matter of their professional orientation have a generated opinion and the relation to labor migrants and a certain image of migrants from mass-media that testifies to stereotypification of estimated elections of youth concerning this social group. However it is necessary to remember that the today's student's youth will soon make the basic idealogical soci- ety layer. If their relation to migrants is not corrected and transformed, the expressed negative ethnic stereotype existing at present, can become already official state and public position concerning migrants that will lead social destructions, to extremist displays and ethnic conflicts.

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Our results confirm that under the influence of the stereotypes broadcast in mass-media, steady images which generate transformations of negative expectation installations in the relation to various social groups are formed for young people. For migrants are created the images underlining their incompetence, ignorance, absence of any formation and absolute decomposition in accepting society. Thus negatively painted information on migrants frequently communicates in mass-media with certain ethnic groups therefore audience ethnic stereotypes and biases are formed.

The valuable orientations of modern youth generated in many respects under the influence of mass-media, cause transformations in perception of people of other ethnoconfessional groups, in particular labor migrants. One of the most leading values of student's youth is professional self-realization and social recognition. In many respects in this connection, labor migrants are perceived by young generation as competitors on a labor market that, certainly, conducts to nonacceptance of this social group as a whole.

The image of the labor migrant in perception of students is considerably deformed. Without dependence from a professional orientation of examinees in all groups, on the one hand, the steady aversion of labor migrants of a certain category (working specialities) is revealed, and unconditional acceptance of other categories of migrants which prior to the beginning of research examinees didn't rank as a category «labor migrants» though they those are (the qualified experts in different areas), on the other hand, is revealed. Such tendency becomes social-psychological risk.

The special approach to selection and translation of ethnically painted information in mass-media for the purpose of development of tolerance and preventive maintenance of such negative social phenomena as migrantsphobia and xenophobia is necessary. For this purpose we develop psychological recommendations for journalists and the experts working with migrants in the state structures and public organizations, in overcoming of negative attitude formation to labor migrants. These recommendations are necessary for extending at faculties of psychology and journalism of universities, representations of Federal migratory service and the public organizations whose field of activity are ethnic relations and their settlement.

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**Kotova I.B., Pirmagomedova E.A.**

# The empirical studying of teenagers' ideas of the life activity safety

*In the article there are stated the results of the theoretical-empirical research of teenagers' ideas of the life activity safety. There is shown the marginality of the safety phenomenon, urgency of its studying at various stages of ontogenetic development. It is substantiated the model and program of development of teenagers' ideas of safety; it is suggested the analysis of the empirical research results.*

*Key words: safety, life activity, teenagers, personality, social intensity, positive activity, identity, mental well-being of the person, self-identity; subjective control; social status, condition, personal anxiety, coping-strategies.*

The urgent need of reception of the general encyclopedic knowledge of a safety phenomenon in the person's projection promoted the expansion of limits of its research in psychological science and practice. As a reference point of the last decade there was consideration of the safety problematic in the context of its personal features. There have been undertaken enough successful attempts of definition of the person's safety through some mental structures peculiar to personality.

Safety is one of the major, key parameters of the person's life activity. Absence of safety generates social intensity, paralyzes positive activity, restrains development of separate states, regions, social groups, and each person without dependence on his age or a kind of activity. Safety experience, on the contrary, acts as a powerful stimulus of positive processes as, thus, there are created optimum conditions which allow subjects of life to stay in a condition of calmness, steadiness and harmony. Psychological safety is considered as one of safety forms which promotes valuable life activity of people, formation of humane relations, comprehension of environment importance, sensation of identity with it, along with respect, trust, responsibility and acceptance of other people (I.A. Baeva, G.V. Grachev, T.M. Krasnyanskaya, N.P. Tatyanchenko, A. Maslow, K. Rogers, E. Fromm, A. Edmonson, S. Kadel, J. Watkins, J. Follman, C. Hammond, B. Sprague, G. Sugai, H. Walker, etc.).

The safety importance for society as a whole and for the concrete person promoted preservation of the centuries-old interest to its studying and development of recommendations on its security. As the sources supplying us with the data on development of social ideas of this problematic, it is possible to consider the philosophical doctrines of Ancient East (Upanishads, Buddhism, Confucianism, Daoism), antiquity (Aristotle, Platon, Epicure), the Middle Ages (Tertullian), Renaissance (N. Kuzansky, J. Bruno, L. Valla), the Modernity (F. Bacon, T. Gobbs), the Age of Enlightenment (J. Lock, G.V. Leibnitz), German classical philosophy (L. Feuerbach), Russian cosmism (V.I. Vernadsky, K.E. Tsiolkovsky, A.L. Chizhevsky). Within the limits of the stated philosophical doctrines, from our point of view, it is most clearly reflected the understanding of the safety problem and ways of its decision in a concrete stage of development.

In psychology the indirect and incidental reference to the safety phenomenon practically was marked in all scientific schools and currents: in psychoanalysis (A. Adler, Z. Freud, K. Horney, E. Ericson, etc.), gestalt-psychology (M. Wertheimer, K. Levin, L. Festinher, etc.), cognitive (Miller D, Naisser W., Shennon K., Kelly G.A.), existential (Binsvanher L.) and humanistic (Maslow A., Allport G., Rogers K., Fromm E.) psychology.

Last decade there has been considerably extended the volume of researches of the safety phenomenon, spent in works of the psychological-pedagogical direction (Baeva I.A., Berkovits L., Vlasov L.V., Gershunsky B.C, Dmitrievsky V.A., Krasnyanskaya T.M., Panarin I.N., Sukhov A.N., Fedorchenko A.D., etc.). The data obtained in result of research searches has allowed to develop the base approaches to interpretation of its essence with use of the psychological science's set of tools, and also to develop a number of recommendations on safety achievement in concrete conditions of activity and types of situations threatening life and mental well-being of the person.

The concept of safety is traditionally considered as a condition of security of vital interests of the person, society and State from internal and external threats. The person' ideas of the life activity safety are characterized as a subjective image of some circumstances which are significant in connection with occurrence of the necessity to overcome some threats of external and internal plan.

By this time there is established the connection of safety ideas with a level of the subject's professional competence; with possibility of the base needs realization (security, self-confidence, satisfaction in available circumstances etc.); with a level of prosocial needs' satisfaction (possibility to state own point of view, to show activity and initiative, to keep personal dignity and the right to respect); with action of social-demographic, individual-psychological, social-psychological and organizational factors. At empirical level it is proved the connection of safety ideas with personal features: with a type of sex-role identity; with a self-identity level; with character of subjective control; with social status, with a condition of personal anxiety, with used coping-strategies, etc. A number of structural features of safety ideas is revealed.

Ideas of the life activity safety of a concrete age group are developed on the basis of reflection of vital circumstances typical for it, those problems which most often arise during a corresponding period of life activity. Information on ideas of the age groups which "are sated" by problems of development and crises connected with them is significant. To the full it concerns studying of ideas of the life activity safety of teenagers which remain insufficiently studied till now.

Reference to the analysis of psychological preconditions of development of ideas of the life activity safety at teen-age has shown that they are a consequence of a whole complex of difficult and intensive process of physical, mental and social changes occurring at a critical stage of their transition from the childhood to adulthood.

To a number of psychological preconditions there are atributted: intensive development of cognitive abilities; occurrence of abstract thinking; perfection of reflective abilities; self-consciousness development; identity formation; constant expansion of knowledge of world around, of social space and of self.

Intensive and continuous formation of teenagers under the influence of expansion of subject experience and interiorization of experience of contemporaries and adults make their behavior enough contradictory and unpredictable that also influences their ideas of different aspects of the life activity safety.

Establishment of substantial-structural features of teenagers' ideas of the life activity safety was realized with attraction of the interrogatory method and methods of experimental psychosemantics – associative experiment and semantic differential.

As the research has shown, teenagers' ideas of the life activity safety possess own substantial-semantic specificity:
– For teenagers' ideas of the life activity safety the most informative is the factor of estimation of life activity conditions and their subjects; further on decrease of informativeness there follow force and activity factors;
– In spite of the fact that at teen-age it extremely increases the importance of company of contemporaries, friends, self-perception in a life activity context (Me by myself) is always combined with ideas of the mother who, probably, continues to remain the basic condition or the constituting of safety for the teenager;
– The school in teenagers' ideas always acts as an element which is in opposition to role positions associating with the life activity safety.

On the empirical basis we established high validity of results of an expert estimation of formativeness of teenagers' ideas of the life activity safety. The teenagers attributed to groups with high and low level of formativeness of ideas of safe behavior, possess, accordingly, the structured or diffused ideas of the life activity safety.

Assuming that distinctions in teenagers' ideas of the life activity safety are combined with certain distinctions in their individual-psychological features, we have conducted the following stage of the empirical research. Two subsamples of teenagers (with generated and not generated ideas) have been examined with attraction of a package of psychodiagnostic techniques and compared by the received results.

According to the received results, high adaptability characterizes 76,8 % of teenagers with the generated ideas of the life activity safety and only 56,2 % of the subsample of teenagers with not generated ideas of the same sort. According to the φ* criterion, distinctions in number of these two subsamples are statistically trustworthy, i.e. have the significance with probability of an error not less than 1 %. Thus, with sufficient reliability it is possible to say that teenagers possessing the generated ideas of the life activity safety are characterized by high adaptability.

There are also revealed three statistic tendencies to possession of certain personal qualities of teenagers having and not having the generated ideas of the life activity safety. Preparation of the forming experiment foresaw working out of a model of development of teenagers' ideas of the life activity safety (fig. 1).

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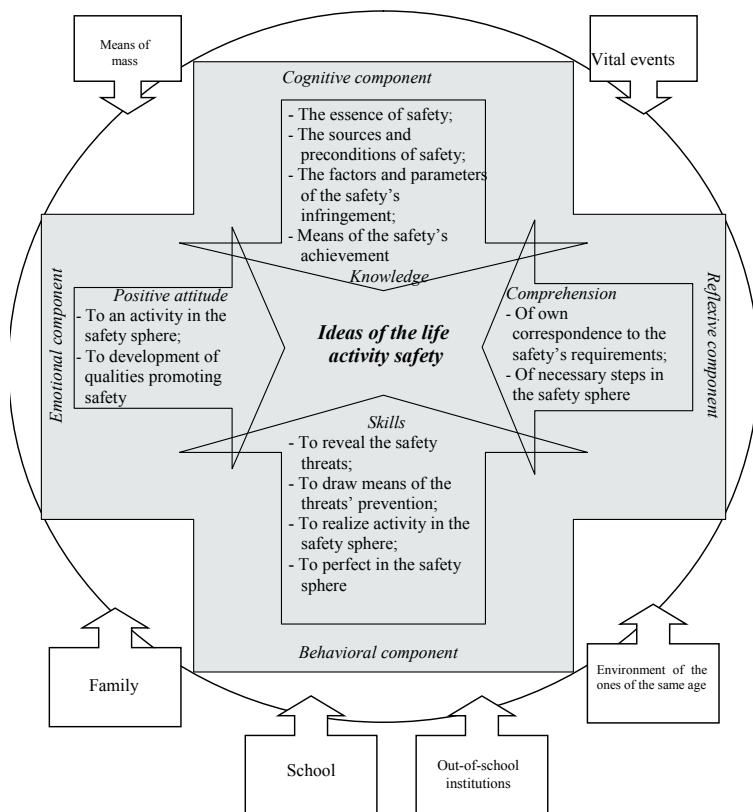
**Fig. 1.** The model of development of teenagers' ideas of the life activity safety

The carried out model of development of teenagers' ideas of the life activity safety reflects an idea of integral expansion, deepening and integration in a new level of available for them ideas of safety in unity of four basic components: cognitive, emotional, reflective and behavioural. It reflects the idea that development of teenagers' ideas of the life activity safety should be built taking into account the necessity of control of influence from significant for this sphere factors: school; family; out-of-school institutions visited by the teenager; circle of contemporaries referential for him; mass media and current vital events occurring to the teenager and informative from the point of view of formation and correction of ideas of the life activity safety.

Development of teenagers' ideas of the life activity safety was carried out within the limits of a complex of actions united by us in the psychological-pedagogical program "Bases of the life activity safety for teenagers" (fig. 2).
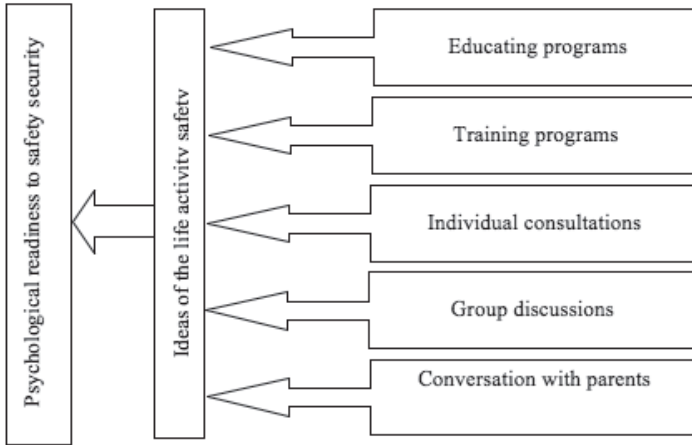
**Fig. 2.** Structure of the psychological-pedagogical program
"Bases of the life activity safety for teenagers"

In development of this program it was important to observe the following prin-ciples: account of age and individual features of teenagers; unity and continuity of influence rendered on teenagers; communication of rendered developing influence with real teenagers' life activity; systematic character and sequence of construction of influence on teenagers on development of ideas of the life activity safety among them.

Experts have confirmed the results of the forming experiment. Their analysis has shown the following:
– Among all teenagers participating in experiment, there were generated full enough ideas of the life activity safety;
– Among them there has been developed interest to the analysis of events occur-ring to them and round them, from the point of view of ideas of the life activity safety;
– Among teenagers there was generated interest in self-development and self-improvement in a direction of achievement of fuller conformity to requirements shown to the life activity safety;
– Teenagers show readiness for the further enrichment of their competence of the life activity safety sphere.

The results received by us have allowed to come to a conclusion that the experi-mental work spent by us, having realized all designated problems and having con-firmed the put forward hypothesis, promoted full achievement of the experimental purpose. There have been revealed substantial and structural features of teenagers' ideas of the life activity safety; psychological conditions promoting their formation

in this age period are revealed. Experimental program developed by us by results of its approbation could confirm the efficiency in the plan of development of teenagers' ideas of the life activity safety that has allowed to develop corresponding recommendations for employees of psychological service of average compulsory schools. The conducted research has allowed to formulate the following conclusions.

1.  Development of teenagers' ideas of the life activity safety is a complex multidimensional psychological-pedagogical activity on change (expansion, deepening and integration) of a corresponding group of ideas among them, focused on formation of competence of the life activity safety sphere and readiness for its security at occurrence of dangerous vital situations. This activity should be built taking into account the content of ideas of the life activity safety and psychological features peculiar to teen-age.

2.  Ideas of the life activity safety are a subjective formation which is the structured reflection of a complex of circumstances of life activity, actual at occurrence of any dangers. At teen-age the most significant circumstances of life activity, reflected in ideas of its safety, are the essence of this phenomenon, its role in human life, preconditions of preservation and infringement factors, a circle of subjects of safety and qualities connected with its achievement.

3.  Formativeness of ideas of the life activity safety is shown in a degree of their content's structured character. To the generated teenagers' ideas of the life activity safety there correspond clear three-factorial structure in which it is possible to distinguish components of estimation, force and activity. To the not generated teenagers' ideas of the life activity safety there corresponds five-factorial structure in which there are diffusively presented components capable to be conditionally related to estimation, force and activity.

4.  Teenagers' ideas of the life activity safety can differ on a level of formativeness depending on a condition of some of their individual-psychological features. The most generated ideas of life activity safety are traced among highly adaptive teenagers. This tendency is traced also concerning the teenagers characterized by high communicative abilities and developed personal identity. There is revealed the tendency of prevalence of not formativeness of the considered ideas among teenagers with high interpersonal anxiety.

5.  The basis of development of teenagers' ideas of the life activity safety should make an expansion of their competence of the life activity safety sphere which should be built within the limits of the activity allowing to realize a change of teenagers' corresponding ideas in unity of cognitive, emotional, reflective and behavioural components.

6.  Development of teenagers' ideas of the life activity safety should be realized taking into account action of some external factors (influence of parents, school, out-of-school institutions, circle of referential contemporaries, mass media, spontaneous vital circumstances) on the basis of observance of a complex of organizational principles.

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## PEDAGOGICAL PSYCHOLOGY

**Radulevich D.A., Rudakova I.A.**

# Personal anxiety of pupils in conditions of the computerized education as a pedagogical problem

*The article is devoted to studying of personal anxiety as one of the factors influencing efficiency of education process, a problem of personal-sense development of pupils having inadequate level of personal anxiety. It is defined a necessity of creation of effective system of pedagogical support of pupils with different level of personal anxiety in conditions of the modern computerized education. There are described the creation principles, methods and results of approbation of a system of pedagogical support of pupils, developed on the basis of results of the conducted psychological-pedagogical research of interrelation of a level of anxiety of pupils and various personal characteristics (level of self-appraisal, motivation, orientation of personality, cognitive values).*

*****Key words*****: *personal anxiety, pedagogical support, informatization, sense formation.*

Using of computer technologies in education system gives new possibilities and makes new demands to organization of educational process at school and high school. In this connection, the special importance there gets search of new ways of organization of educational and upbringing work with pupils.

Along with that the computer technique is considered as means of increase of efficiency of pedagogical activity and educational-cognizing activity of pupils owing to specific possibilities of its application (help in ensuring of the individualized education; deliverance from labor-consuming, same operations; expansion of possibilities of a teaching material granting; possibility of increase of motivation of education and active involving of pupils into educational process; change of the form and quality of knowledge control), a work part basically can't be transferred to the computer as it demands creative cogitative activity of the teacher: the analysis of errors' reasons of pupils, operative modification of educational process and technique of studies' carrying out, adaptation of a teaching material and a studies' plan to individual abilities of a concrete pupil, differentiated delivery of a teaching material depending on a character of relation of the pupil to a subject's content, choice of necessary level of detailed elaboration at a material's explanation, conducting of discussions, encouragement of reasoning). Moreover, the personal computer can't replace that gives live communication of the teacher with the pupil: "live cooperation, emotional culture, esthetics and ethics of relations" – all it remains behind the limits of the computerized education [4, 14].

Modern process of the computerized education can influence development of personality of pupils and results of their educational activity negatively (O.V. Doronina, A.M. Bokovikov, etc.). In conditions of educational process when the pupil is leaved to his own resources at computer work, there can be actualized personal problems to which number it is possible to concern inadequate level of personal anxiety. Therefore, at a whole perspective character of the computerized education, purposeful work on achievement of positive results in the sphere of correction of possible negative displays, the analysis of their influence on pupils' psychological health, studying of theoretical approaches to developing of methods of neutralization of negative conditions and optimization of the computerized education process, their practical realization seem to be urgent and necessary.

An anxiety problem was a research area of many psychological scientific schools. In all variety of ideas of anxiety's essence and nature they usually distinguish two directions [5]. Representatives of the psychodynamic direction (M. Klein, Z. Freud) assume that "anxiety is the realized experience with which it is connected an increase of ability to operate with danger by struggle or avoiding" [5, 8]. Other direction is the cognitive-behavioural one (G. Volpe, I. Sarason, D. Taylor, D. Watson, etc.): "anxiety, rather easily arising, further gets qualities of steady formations which are hardly changed by a retraining way" [5, 9].

At a whole sense distinction of the "anxiety" term, researchers use it more often in two major meanings which are interconnected, but concern different concepts: anxiety as a mental condition and as a property of personality [1]. In the first case the "anxiety" term means and is used for description of the unpleasant emotional condition which is characterized by subjective sensations of pressure, expectation of unsuccessful development of events. In the second case anxiety is understood as the feature, property of personality characterized by comparatively steady disposition of the person to perceive threat to "I" in various situations including such which don't predispose to this, and to react on them by strengthening of the anxiety condition. According to this, they traditionally are used to distinguish two types of anxiety: personal (anxiety as the person' steady feature) and situational (anxiety as the individual's reaction on a concrete situation).

The anxiety condition isn't always regarded as a disorganizing factor: in cases when anxiety experience reflects real trouble, anxiety is adequate. Adequate personal anxiety possesses adaptive, stimulating, sense forming functions: on the basis of emotional acceptance of educational activity process and active, realized relation to it, the pupil interiorizes cognitive values; there is a value relation to knowledge process, formation and development of a system of personal senses. Therefore rather urgent problem is search of ways of early diagnostics of inadequate level of personal anxiety and, the main thing, prophylaxis of the intense anxiety condition.

In educational institutions inadequate level of anxiety is caused by following social-psychological factors: style of communication of teachers with pupils, control and estimation of their educational activity from associates and parents, problems in

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adaptation to changing conditions of education and its new forms (with use of information technology), status position of the pupil in group of contemporaries. To the factors defining a level of personal anxiety there concern personal characteristics of pupils: level of self-appraisal, self-criticism, need for achievements, communicative properties. Therefore it is a question of developing of methods of prognosis and indexes of anxiety taking into account specific features pupils, and of creation of effective methods of normalization (correction both overstated, and understated) of inadequate level of personal anxiety in modern conditions of education.

Inadequate level of personal anxiety is a destructive personal feature and adversely affects pupils' educational activity, reduces a level of intellectual working capacity, causes uncertainty in the forces (at high level of anxiety), superficial relation to educational activity and its results (at low level). Thus, in spite of the fact that to anxiety research they attach a great value, at present in scientific researches there is not put and considered the problem of "start" of sense formation processes among pupils, which are rather complicated owing to influence of inadequate level of anxiety.

Urgency of creation of a system of pedagogical support of pupils is proved by absence of a complex of concrete forms and methods of a corresponding purposeful psychological-pedagogical support of education process of anxious pupils in conditions of the modern computerized education. The analysis of the pedagogical literature shows that methods of support of education process of anxious pupils offered now don't consider the anxiety problem as a complex, i.e. considering in the basis not only pupils' individual-personal features, but also features of conditions of modern educational process and interaction of the pupil with teachers. Methods of the psychological-pedagogical support don't form the complete system on normalization of inadequate anxiety; they practically don't consider possibility of independent overcoming of inadequate anxiety by the pupil. Revealing of a complex of such methods, developing and approving on their basis of the system of pedagogical support of pupils with different level of personal anxiety were allowed due to inspection of senior pupils (128 schoolboys of 10, 11 forms) of average comprehensive schools.

An anxiety level of pupils was investigated by means of the tests "Personal scale of anxiety display" J. Taylor (adaptation of T.A. Nemchinova), "Diagnostics of a level of school anxiety" of Phillips: a self-appraisal level – by means of the test "Studying of self-appraisal of personality" of U.I. Kiselyov, educational motivation – by means of the test "Estimation of school motivation" of N.G. Luskanova; cognitive values of pupils, their educational preferences and value relation to studying were investigated on the basis of the author's questionnaire.

By results of the realized research of an anxiety level's dependence on indexes of various personal characteristics it is established that all pupils having high indexes on personal anxiety level have low level of self-appraisal (the factor of correlation of Pierson has made $r = -0,74$; $p < 0,001$ for personal anxiety and $r = -0,65$; $p < 0,001$ – situational anxiety). More often high level of school anxiety of pupils is supported by fear of examination situations (among 37 % of the interrogated high anxious schoolboys

there are high indexes on this parameter, among 48,2 % – very high). Among 66,7 % of high anxious pupils have problems and fears in relations with teachers, 57,1 % of anxious pupils are afraid not to correspond to expectations of associates (have high level of anxiety concerning estimations given by associates), 54,3 % of high anxious schoolboys have fear of self-expression, among 60 % there is frustration of need for success achievement. An anxiety level of pupils also depends on a motivational complex's optimality in course of educational activity: at increase of an anxiety level (beginning from the average), a level of educational motivation decreases ($r = -0,71$; $p < 0,01$ and $r = 0,59$; $p < 0,01$ for indexes of personal and situational anxiety accordingly), 20 % of pupils with high level of anxiety have low educational motivation, 31,4 % – negatively attitude to school and studies, have disadaptation in relation to educational process; pupils with lowered anxiety level have average level of motivation (positive relation to the educational institution, but it mostly attracts by non-studying parties); pupils with average (moderate) anxiety level (personal, situational) have good educational motivation, high level of educational activity. I.e. a correlation curve of interrelation of anxiety levels and educational motivation looks like a normal (Gaussian) curve. With growth of personal anxiety level there is a tendency of strengthening of personal orientation (orientation on self owing to which pupils are mainly guided by activity's estimation, instead of process of its effective, personally significant performance) and easing of orientation of the person on activity and its results (aspiration to knowledge, new skills' mastering are decreased). Pupils having high personal anxiety level prefer to choose typical problems owing to unpredictable result and necessity to be responsible, despite of need for choice and decision of non-standard tasks; among low anxious pupils at available possibility (emotional readiness) of choice of non-standard problems there is no such desire.

The research data testify that inadequate level of anxiety is based on inadequate self-appraisal level (inversely proportional dependence) which, in turn, is based on motivational difficulties which pupils face in course of educational activity. These results from the fact that pupils carried to a category of high anxious are inclined to perceive threat to self-appraisal and educational activity in an extensive range of situations, to react rather expressed anxiety condition; low anxious pupils are passive, inert.

The analysis of indexes of education success and personal characteristics unequivocally allows to say that poor progress of pupils is connected with problems of personal character arising owing to influence of inadequate anxiety level (with increase of a personal anxiety level, beginning from the average, the average estimation on progress decreases: $r = -0,58$ at $p < 0,01$, – thus even among advanced in studies pupils there are often observed expressed displays of anxiety) and with those conditions in which their education, upbringing and development proceeds.

On the basis of the aforesaid there have been chosen and developed methods; there have been developed and approved a model of organization of individual educational trajectories of pedagogical support of pupils with different level of personal anxiety in conditions of education with use of information technology. An individual

approach to each pupil became the main principle of pedagogical support; the purpose was creation of psychological-pedagogical conditions for development of personality of pupils in educational process, promoting their fuller realization of personal and mental potential; as the object of pedagogical practice, thus, there acts not only education but also personal-sense development of pupils in educational process conditions, and also their psychological development, including an independent.

First of all, organization of educational process with application of information-communication technologies should be carried out in conditions of constant communicative interaction of the teacher and pupils, – within the limits of information-communicative education at which application of computer technologies is carried out at observance of the following psychological-pedagogical conditions: optimum combination with an integral educational and upbringing process, expediency of application at each step of education, active interaction of the teacher with pupils, account of their physiological and psychological features. There are necessary additional efforts of the teacher on organization of interaction with pupils, revision and perfection of ways of influence (educational and, especially, developing) on pupils, preservation of a dominant role in educational process: even if pupils work with information technology the teacher should cooperate with them, occupy an active position within the limits of interaction the computer – the teacher – the educated. In conditions of information-communicative training it is realized the system of pedagogical support of pupils with different personal anxiety level, called to help pupils in adaptation to changing conditions of educational environment at different stages of educational process and at transition from one step of education to another, promoting creation of favorable conditions for development of positive emotional-sensual and sense spheres of pupils, their informative and creative abilities. Thus the developed system of pedagogical support of pupils, focused on different levels of personal anxiety, possesses the following features:

- it is based on organization of individual educational trajectories of education and development: for pupils with low level of personal anxiety there are used problems of high level of generalization for creation of conditions of personal sense finding, for pupils with high level of personal anxiety it is shown a various content for removal of negative emotional condition of anxiety; the education content thus is based on subjective experience of pupils for which disclosing in educational content there is a various vector of problems, "technologies which are based on personal-sense preferences which appear the most effective in development of pupils' sense formation" (I.V. Abakumova) are applied;
- it includes a complex of methods focused on neutralization of negative emotional conditions and initiation of sense formation in educational process: methods directed on increase of efficiency of interaction of the teacher with pupils (the teacher's correction of his personal features, development of empathy and skills of introspection, effective communication; application of various emotionally saturated pedagogical means providing positive emotional experiences of

pupils: cheering up, humour, encouragement, etc.); methods directed on pupils' mastering of skills of an optimum condition, correction of personal features [3]; methods of pupils' independent overcoming of problems of personal character (development of adequate self-appraisal, motivation, regulation of mental condition (anxiety condition)) [2].

Improvement of adaptation to educational process conditions of pupils' with inadequate level of personal anxiety, perfection of their abilities to education is promoted by overcoming of social isolation, expansion of a sphere of interaction with contemporaries (organizational-activity and role games). It is important to underline that a necessary condition of realization of the system of psychological-pedagogical support of pupils is ability and readiness of the teacher for professional and comprehended work, including work with a value-sense sphere of pupils having inadequate anxiety level.

Efficiency of the teacher's activity in the system of pedagogical support of pupils with different personal anxiety level in conditions of information-communicative education is reached by application of computer technologies directed on actualization of pupils' sense of satisfaction from intellectual and informative activity, creation of a positive emotional background of educational activity (occurrence of pleasure of discovering something new, anticipation of expectation of interesting work, performance of an unusual task).

The spent pedagogical experiment shows that applied methods of pedagogical support of pupils with different personal anxiety level promote neutralization of adverse emotional-activity states of pupils, raise results and efficiency of education:

 – the number of senior pupils with high personal anxiety level in the experimental group by the end of the 11th form has decreased (from 33,9 % to 27,7 %), in the control group – has increased (from 33,4 % to 39,7 %); the number of schoolboys with low level of anxiety in the experimental group hasn't changed (7,7 %), in the control group – has decreased (from 7,8 % to 3,2 %), thus indexes of very low anxiety in the experimental group of senior pupils were less often met, than in the control;
 – a level of educational motivation of senior pupils in the control group has slightly decreased (fro 16,33 to 16,21 points) while in the experimental group has raised from 16,41 to 18,92 points (p < 0,01 by Student's t-criterion for the dependent samples) that we connect with normalization of a personal anxiety level in conditions of information-communicative education;
 – a level of communication of the experimental group's pupils with the teacher has raised, on 6 % there has increased the number of schoolboys considering it is necessary to carry out discussions at lessons that expresses their great need for interaction with the teacher.

The results of approbation of the system of pedagogical support of pupils speak about its efficiency, show possibility of pupils' personal development, and also a necessity of carrying out of a corresponding pedagogical work.

Thus, at daily educational process the modern computerized education should be aimed at realization of the differentiated approach to pupils with different level of personal anxiety, timely render of necessary help, promote development of the sense sphere and fuller realization of the personal sense potential of pupil. Then information-communication technologies would become a good assistant to the teacher, would help to improve his style of work, would raise pupils' interest and promote the best adaptation of pupils with inadequate level of personal anxiety to educational process.

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## PSYCHOPHYSIOLOGY

**Tarasova S.J.**

# Social factors of uneasiness the younger schoolboy

*For today many authors mark growth at younger schoolboys of socially caused infringements of psychological health. «Physiological cost» educational activity thus raises. A research objective – revealing of laws of interrelation between socially-psychological and physiological indicators of adaptation of children to training conditions in initial classes. The most informative are defined for an estimation school absence of adaptation at pupils of elementary grades factors of a questionnaire of school uneasiness of Phillips. It is established that the risk of formation of school uneasiness is connected with status position in student's collective, good progress in the basic subjects and diligent behavior of the child. – A physiological marker of a functional condition of psychological pressure at these children is the cortisol maintenance in saliva tests.*

*The index variation of heart rate is sensitive concerning a psychological overstrain at children isolated in student's collective with the expressed displays of a behavioural component of school difficulties. Expedient use in the conditions of comprehensive school of the psychophysiological battery of techniques for revealing of groups of risk of uneasiness therefore is represented.*

***Key words:*** *educational activity, psychological pressure, uneasiness, social status in a class, singularity of behavior, concentration of a cortisol, simpato-adrenalovyj a tone.*

Last ten years to training representatives of different scientific disciplines pay to a problem of the adaptation of children attention: doctors, physiologists, psychologists, teachers, etc. [2, 10, 11]. According to statistics, at 20 % of schoolboys socially caused pathology grows, and nervously-mentally healthy children form 68,4 % from total of pupils of initial classes [6, 11, 24, 30, 34]. Also a number of experts speaks about negative influence of modern, innovative forms of teaching on a psychosomatic condition of the schoolboy [5, 11, 14]. Therefore the problem of adaptation of the child to school demands the system, interdisciplinary approach [10, 13, 21, 22, 23].

Usually at absence of adaptation younger school age it is shown in the form of difficulty of the child in educational activity. However happens that an external marker is, for example, the extravagant, unusual behavior of the child which as a result becomes not so much symptom, how many actually the adaptation form (psychological protection).

And what battery of diagnostic techniques will work at mass school? In a role интегративного a health indicator have well proved parameters of variability of a rhythm of heart, that is indexes variation of heart rate (HRV) [3, 7, 8, 9, 12, 18, 31, 33, 35]. The

raised index of pressure testifies about high «physiological cost» educational activity [15, 16, 17, 28]. Other physiological indicator of adaptation of the person – concentration of a cortisol in saliva tests [13, 21, 22, 23].

Thereupon by us it has been spent research of pupils of the elementary grades, which purpose – revealing of laws of interrelation between socially-psychological and physiological indicators of adaptation of children to training conditions at younger school.

The research object in view has defined its priorities:

7.  On a basis researches to define the psycho-physiological indicators most sensitive to a condition absence of adaptation at schoolboys of elementary grades.

8.  On the basis of the correlation analysis to reveal the socially-psychological indicators most interfaced to physiological indicators of a psychological overstrain at schoolboys of elementary grades.

**Materials and methods**

For an estimation of psychological pressure psychological and physiological techniques are used: a questionnaire of school uneasiness of Phillips, a scale of obvious uneasiness for children CMAS, social status in a class – the test in A.JA. Kaplan's up-datings, HRV. Also we investigate concentration of a cortisol in tests of a saliva at the pupils included in experiment (school 1). Gain scores of children are taken from class teachers on mathematics, russian (without the aid of teacher's magazine) and singularity of behavior (the reason in behavior of the pupil, instead of in its informative abilities).

140 younger schoolboys took part in ours inspection (taking into account 5 repeated researches) 1996 and 1997 year of birth. The doctor-endokrinolog participated in research of hormonal function from Institute of age physiology of the Russian Open Society.

### Results of research and their discussion
### Groups of risk of school uneasiness under factors of a questionnaire of Phillips and their stability during training at elementary school

By results of inspection by means of Phillips's questionnaire it is visible that in different classes uneasiness levels under factors are various. We will show on an example of the comparative analysis of classes A and V schools 2. Distinctions between classes A and V are statistically significant under the factor 5 – Fear of a situation of examination ($p<0,001$), under the factor 1 – the General uneasiness at school and under the factor 8 – Problems and fears in relations with the teacher ($p<0,05$) [1]. The difference on a scale 4 – Fear of self-expression and on a scale 7 – Low physiological resistibility to stress comes nearer to the significant.

The difference of pictures of uneasiness in a class A and a class V, especially statistically significant distinctions under the factor 8 – Problems and fears in relations with the teacher, partly can speak that for three years in a class A schools 2 4 teachers were replaced. Therefore the general level of uneasiness here it is essential above the specification [1].

Thus, average indicators on separate scales in classes A and V are various. It is possible to assume: the factor 5 – Fear of a situation of examination is important for an estimation of level of school uneasiness.

On purpose to allocate children of group of risk of school uneasiness we have divided samples of four surveyed classes of two schools under the factor 5 – Fear of a situation of examination> 40 and <40 points. It is interesting that similar structures of levels of uneasiness under factors of a questionnaire of Phillips in all four classes were designated. For an estimation of level of school uneasiness is possible to recognize as the most informative factors of a questionnaire of Phillips: 1 – the General uneasiness at school, 5 – Fear of a situation of examination and 7 – Low physiological resistibility to stress.

Following the results of the subsequent measurements has proved to be true validity factors Phillips's 5 and 7 questionnaires for allocation disturbing pupils and children of group of risk. Under the factor 5 – the Fear of a situation of examination stably is included into risk group about 35 % of pupils.

Thus, the factor 5 – Fear of a situation of examination of a questionnaire of school uneasiness of Phillips it is possible to recognize as the most informative for a level estimation absence of adaptation pupils of elementary grades.

Concentration of a cortisol in saliva tests as a physiological marker of school uneasiness.

So, there is a group of risk of school uneasiness and absence of adaptation, revealed by means of Phillips's questionnaire. And what its physiological indicators? Concentration of a cortisol in saliva tests can be one of such indicators. In our research correlations for results of psychological tests and level of concentration of a cortisol in a saliva are found out. Significant correlation of level of concentration of a cortisol in a saliva and values on a scale of obvious uneasiness CMAS (a class A schools 1) is revealed low, but. The factor of correlation of Spirmen is equal 0,46 at p <0,05. In the same class (A schools 1) considerable degree of communication practically under all factors of a questionnaire of Phillips (including total number of discrepancies with a key under all test) with measurements of scale CMAS was designated. For example, r = 0,83 at p < 0,01 for the factor 1 and CMAS, r = 0,76 at p <0,01 for the factor 7 and CMAS.

In connection with presence of strong communications between variables of two psychological techniques, we consider possible to consider the correlation received at inspection of B class of school 1. Total number of discrepancies with a key on Phillips's questionnaire as a whole has appeared is connected with level of concentration of a cortisol in saliva tests: the factor of correlation of Spirmen is equal 0,65 at p < 0,09.

Thus, concentration of a cortisol increases in tests of a saliva of children at an actual condition of school uneasiness. Than such condition is caused? Perhaps, specificity of interpersonal mutual relations in student's collective?

Significant correlations for level of concentration of a cortisol in a saliva and indicators social status an index the Demand (r = 0,68 are found out at p < 0,05) and the Status (r = 0,62 at p < 0,05) in a class A schools 1 (factor of correlation of Spirmen).

Indexes show the Demand and the Status, how much the child is popular among contemporaries: whether want to share the same desk, invite with it to holidays, to be on friendly terms. It turns out, popular children in a class, at the same time, show presence of the high maintenance of a cortisol in a saliva. The last as we already saw, increases at the raised uneasiness. – Hence, the group of risk which can be characterized as follows has proved: children are popular among schoolmates and possess the raised school uneasiness. A physiological marker for this group of risk is concentration of a cortisol in saliva tests.

There is no saying, whether the raised uneasiness depends on status position in a class. Probably, this communication has difficult character and is mediated, in particular, by progress in the basic subjects – to mathematics and russian. High claims of the person create constant intense aspiration to success [25]. Such aspiration becomes emotional loading and within the limits of psychosomatic unity finds high physiological "price".

Picture of interrelation of measurements social status and level of school uneasiness have compared size social status-indexes of pupils of two schools and their successes in the basic subjects at high and low uneasiness. It has turned out, disturbing children are more claimed in collective. From references it is known that in "star" elementary grades, as a rule, are successful in study and show "diligent" behavior [27]. Therefore we have compared structures of interrelation of indicators on russian, mathematics and singularity of behavior for not disturbing and disturbing children – they too have appeared are similar against each other. Disturbing children study is better and show unusual behavior less.

According to opinion A.M. Prihogan, in elementary grades the authority of the teacher is high (2009). In our research value of progress of pupils for the teacher proves to be true conversations with class teachers and representatives of administration of educational institutions. Proceeding from the aforesaid, it is possible to assume: at pupils of elementary school uneasiness is connected with the received estimation of knowledge.

Size social status-indexes the Status significantly above at disturbing children. We will illustrate with B class (schools 1) dynamics of communication of position in collective and uneasiness (factor of correlation of Spirmen) (tab. 1, 2).

*Table 1*

**Results of the correlation analysis of factors of school uneasiness of a questionnaire of Phillips and social status-indexes the Status and the "Egoism" in dynamics in B class schools 1**

| Measurement № | Communication Ph1 and the Status | Communication Ph2 and the "Egoism" | Communication Ph7 and the "Egoism" |
|---|---|---|---|
| Measurement 1 | n.s. | $r = 0,41$ $p < 0,07$ | $r = 0,38$ $p < 0,09$ |
| Measurement 2 | $r = 0,46$ $p < 0,03$ | $r = 0,54$ $p < 0,01$ | $r = 0,44$ $p < 0,05$ |
| Measurement 3 | $r = 0,76$ $p < 0,01$ | n.s. | n.s. |

Also at the third inspection of B class of school 1 there would be following significant correlations (tab. 2).

**Results of the correlation analysis of factors of a questionnaire of Phillips and the test social status at the third inspection of B class schools 1**

| Social status-indexes | Ph2 | Ph7 |
|---|---|---|
| Demand | r = 0,66 p < 0,02 | r = 0,71 p < 0,01 |
| Disconnexion | r = -0,67 p < 0,02 | r = -0,63 p < 0,03 |
| Status | r = 0,71 p < 0,01 | r = 0,66 p < 0,02 |
| Intensity | r = -0,7 p < 0,01 | r = -0,69 p < 0,01 |

From the point of view of socially-psychological sense indexes the Demand and the "Egoism" are close to the Status. Apparently following the results of three consecutive testings of pupils of B class schools 1, the Status and the "Egoism" are dynamically connected with indicators of factors of school uneasiness of Phillips: the General uneasiness at school (Ph1), Experience of social stress (Ph2), Low physiological resistibility to stress (Ph7). Possibly, popular children in a class react to any development of social contacts, first of all, with coevals more sharply. Besides, "stars" possess the features of the psychophysiological organization reducing an adaptability to stressful situation.

Researchers mark, sociability and calmness, good abilities and progress are peculiar to status pupils; to girls – nice appearance [27]. Our polls of teachers testify – usually for them such children are attractive and comfortable. The requirements of the adult shown in concrete social group, define position of the pupil in system of interpersonal relations. For adverse position following claims are characteristic: remarks of the class teacher, bad progress and misconduct. However the status of the child depends not on any separate display of its individuality, and from their original combination [27].

Thus, the group of risk of successful children claimed in collective is steady in time. A physiological marker for this group of risk is concentration of a cortisol in saliva tests.

### Interrelation social status-indexes and indicators of behavior and progress of younger schoolboys. Index HRV – a physiological indicator disadaptation at children isolated in a class with excentric behavior

In our work attempt to correlate level of psychological pressure of children with efficiency of their training and singularity of behavior becomes. We consider also social factors of the raised psychological pressure. Communication of high Disconnexion and unusual behavior (factor of correlation of Spirmen) exists in dynamics in four of five surveyed classes of two schools. For example, in a class A schools 2 at measurement 2 r = 0,53 at p < 0,01, and in a class A schools 1 at measurement 3 r = 0,59 at p < 0,01.

Disconnexion or "isolation" in student's collective is characterized by neglect from schoolmates. By methods of supervision and diagnostic interview it is shown that the schoolboy emotionally endures the mutual relations with coevals [1, 27]. Such situation conducts to formation of an inadequate, astable self-appraisal that finds expression in behavioural difficulties [29]. In social group experts coordinate displays of a behavioural component of school difficulties (SD) to an isolation problem at disturbing children. And, a behavioural component define as regular demonstration of unusual behavior at the child in school environment [31].

Results of the statistical analysis have shown four most stable relations of position in a class and progress-behavior of younger schoolboys on all sample (factor of correlation of Spirmen).

Significant negative communications of popularity in collective and expressiveness of unusual behavior of the child are found out low, but. In particular, for B class schools 2 r = -0,61 at p < 0,01. Low, but significant positive correlations are received for an index the Status and successes of the schoolboy on the mathematician. For example, for B class in schools 2 r = 0,43 at p < 0,03. In hierarchy of motives of the teacher one of the first places is occupied with high progress and discipline of its pupils. Therefore the class teacher throughout 4th years of elementary school forms value of high progress and diligent behavior at the wards. Hence, influence of the teacher on interpersonal preferences and relations in a class is great enough. Possibly, therefore index the Status in our research above at those children who well study and don't behave defiantly.

Thus, pupils of group of risk on school uneasiness – claimed in collective, diligent, well in time children are revealed. Physiological marker of a functional condition of psychological pressure at these schoolboys is the cortisol maintenance in saliva tests.

In each of five classes of two schools it is possible to observe the pupils isolated in collective at whom the teacher stably marks the expressed unusual behavior (tab. 3). Throughout all time of training at elementary school these children form about 4 % from number of all sample. We will pay attention to extreme values HRV (the specification 200) [9].

*Table 3*

**Average indicators of an index variation of heart rate and pulse for children strongly isolated in social group**

| The pupil | Pulse | Index HRV | Social status-index Disconnexion (0–1) | Behavior Estimation (1–3) |
|---|---|---|---|---|
| 1 | 107 | 727 | 0,68 | 3 |
| 2 | 105 | 479 | 0,78 | 3 |
| 3 | 98 | 308 | 0,46* | 3 |
| 4 | 100 | 400 | 0,43 | 2 |
| 5 | 90 | 232 | 0,89 | 3 |

*в this class the great value of an index disconnexion 0,46.

The psychological anamnesis collected by us, materials of testing and data of the included supervision allow so to describe the given pupils: "derelicts" in the class, often behave inadequately situations (for example, loudly sing during a lesson), aren't included in games of contemporaries. That is, we see displays of a behavioural component of SD. But by results of diagnostics by means of Phillips's questionnaire "outcast" not disturbing. Probably, hiding alarm from associates and from itself, the child develops powerful, but primitive, rough ways of protection. As non-standard, excentric behavior aggression, indifference to current events, the excessive pensiveness, the exaggerated laziness, etc. can act [20]. Many authors interpret such phenomenon as an uneasiness kind, and as a matter of fact – psychological protection [26].

Thus, the index variation of heart rate is sensitive concerning a psychological overstrain of children isolated in social group with bright displays of a behavioural component of SD.

### Conclusions

1. Factors of a questionnaire of Phillips are revealed informative for an estimation of school uneasiness at pupils of elementary grades: 1 – the General uneasiness at school, 5 – Fear of a situation of examination, 7 – Low physiological resistibility to stress.
2. The most informative for an estimation of school uneasiness at pupils of elementary grades is the factor Phillips's 5 questionnaires – Fear of a situation of examination.
3. Children of group of risk on formation of school uneasiness in elementary grades are revealed. The risk of formation of school uneasiness is connected with status position in student's collective, good progress in the basic subjects and diligent behavior.
4. Level of concentration of a cortisol in saliva tests is a physiological indicator of a psychological overstrain at younger schoolboys of group of risk on formation of school uneasiness.
5. The index HRV is sensitive concerning a psychological overstrain at children isolated in student's collective with the expressed displays of a behavioural component of school difficulties.

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## PSYCHOLOGY OF THE PERSON

**Zaitseva L.A.**

# The choice concept in modern psychological science

*The article is devoted to the analysis of the choice ideas in foreign and native psychology, distinguishing of the choice characteristics from a position of various psychological approaches and directions, ordering of the choice characteristics according to a number of criteria.*

**Key words***: the choice, the choice of neurosis, the neurotic's choice, the choice of own life direction, the choice types, healthy development of personality, the choice of prevailing need, the scenary choice, freedom of choice, the willed choice, the choice activity, the choice situation, the choice of possibilities, the choice as the life activity regulation, ways of the choice's studying, the choice characteristics.*

Fast speed of modern life and prompt social changes constantly put the person before necessity to choose. In psychology the choice is more often investigated from the point of view of its result, than from the point of view of its process; while some process characteristics of the choice are designated theoretically, they are insufficiently studied empirically. A situation developed in the psychological science and practice necessarily demands the careful empirical research of choices made by personality. Meanwhile a necessary condition of the experimental studying of any psychological phenomenon is its theoretical definition. With a view of decision of the named problem there has been carried out an ordering of the choice ideas available in the native and foreign psychological literature.

In the most general form we consider the choice as the subject's development of a decision in a situation of comparison of various alternatives. In sociology there is studied the choice of a level and style of life [13]; in philosophy there is studied the person's choice of own essence, vital prospects and senses [5]. In foreign and native psychology the choice is considered from a position of its various approaches and directions.

Within the limits of the psychodynamic direction the choice is considered as the style determined by physiology and ontogenesis the person. In works of Z. Freud there has been noted the connection of the choice features with a character of psychosexual development, mutual relations with parents, protective mechanisms and the sublimation ability [15]. Psychoanalysts more often consider the neurosis choice [10] and the choice of the object of love [11]. "This process is the nonintellectual procedure of the choice between various and equally realizable possibilities. The choice

of the object of love has the irreversible and defining character, which the subject makes at a certain decisive moment of his history" [11, p. 115]; it is connected with changes in the subject's personality [22]. Thus, the choice is predetermined by the physiological organization and personal history; it is nonintellectual, irreversible, influences all further human life.

K. Horney, in her psychological conception, considers the neurotic's choice. This choice is caused by the prevailing way of the basal anxiety overcoming, namely: 1) submission to others' opinion; 2) direct statement of any, probably unreal, program of development; 3) avoiding of the choice problem as such; 4) love reception at any cost; 5) persuasive passion to accumulation [25]. K. Horney also notices that elections of men and their great achievements in the public and professional life are caused by "envy to motherhood" [5]. The choice is global, physiologic, pathologic, depended on a sex.

In the individual psychology of A. Adler the choice is caused by a balance of inferiority-superiority, social adaptation level, birth order, ability to cooperation. The normal person's choices are realization of his vital style and movement on the way of realization of socially useful activity. Bad social adaptation conducts to the development of the inferiority feeling which overcoming is connected with the superiority complex occurrence. At the same time, being only combined with the person's ability to cooperation, the superiority motivation can provide success. Personality chooses some direction of own life, thus it, on the one hand, is influenced by the individual features and family roles, and, on the other, should possess some abilities for success achievement [1]. The choice is global, connected with motivation of success.

Distinctions between people in the ability to choose are marked in the collective psychology of K.G. Jung [28]. He speaks about the existence of two typical attitudes towards the object of perception: introversion and extraversion, which being connected with prevalence of one of four cognitive processes, are concretized in eight personal types, each of which has the distinctive choice ways.

1. The choice of the extroversive-intuitive type of personality differs by the presence of the waiting attitude of contemplation and scrutinizing.
2. The choice of the extroversive-cogitative type of personality is carried out proceeding from the objectively focused intellectual formula; everything that corresponds to it is truthful.
3. The choice of the extroversive-feeling type of personality is carried out proceeding from the feelings adapted by upbringing to objective situations and the all-significant values.
4. For the choice of the extroversive-sensing personality the objects causing the strongest sensations are the decisive ones.
5. The choice of the introversive-intuitive type of personality is carried out on the basis of internal unconscious images, at the account of the moral and esthetic party of the future act; this is the choice of the mystic-dreamer or the artist.
6. The choice of the introversive-cogitative personality is carried out on the basis of own ideas.

7. In the choice of the introversive-feeling type of personality the deep internal feelings are broken outside in the form of acts.

8. The choice of the introversive-sensing type of personality is carried out proceeding from the way the objective irritant existing at present is reflected by the subject: "sometimes he is to act according to the unconsciousness image" [28].

Here the choice is individual and personal.

In the self-actualization psychology of A. Maslow the choice is the necessary element of the personality's healthy development. During each life moment the person is in the choice condition, "being forced to choose between safety and development. Thus any choice can be wise: from the development point of view or from the self-defense position" [14, p. 75]. Personality sorts out actual needs and solves what and how much should be satisfied first of all. Having stopped on the lowest needs' satisfaction, the person remains in safety, aspiring to development and self-actualization the person chooses the behavior conducting to the highest and meta-needs' satisfaction. The choice is characterized by dependence on the concrete person's hierarchy of needs; it is constant, wise.

In the cognitivism (G. Kelly) the choice can be considered as the result of alternative constructs sorting. Personality limits available alternative constructs (hypotheses) to the quantity most comprehensible to a given situation and solves what alternatives can be used. During the whole life personality sorts the constructs (alternatives) until would find parameters for the future elections. Thus, the constructs' change inevitably conducts to the change of criteria of elections' fulfillment [26]. The choice is selective, limited, set by the system of constructs used by the person.

According to the foreign psychology motivation theories (G. Atkinson, G. Hekhauzen), personality makes the choice proceeding from a prevailing motive. Prevalence of the motive is empirically counted as the weight factor for the problem-decision attractiveness. It is the resultant valency – product of advantage (value) of the event and expectation (probability of occurrence) of the significant event: success or failure. In the valency it is possible to distinguish the force of the motive of success achievement or failure avoiding and attractiveness of success achievement or failure avoiding at decision of the given problem. The expectation is displayed on the estimation of own ability and the realized difficulty of the problem [24]. Thus, the choice is situational, depends on the dominating motivation and self-appraisal.

In the scenary theory of E. Bern the choice can be carried out on the basis of the scenario which has been often unconsciously transferred to children by parents in the form of some rigidly fixed samples of behavior. The scenario is formed in the childhood (till 5–6 years) and connected with all components of parents' personality. "The motivating influence at construction of the life plan proceeds from the Child of the parent of an opposite sex. The adult condition of the parent of the same sex gives samples, the behavior program to the person. Parental conditions of both parents provide him with behavior rules and instructions making his antiscenario" [3, p. 11]. It is important the parents' desire to transfer and the child's possibility to accept the scenario. So, the

scenary behavior provides the person with possibility to make elections on the model given by parents, however the active personal position of the choosing makes the scenario overcoming and own life management possible [3].

A problem of the possibility of own destiny management and the fulfillment of independent acts is closely connected with the scenary theory. Many scientists consider it from the point of view of the freedom of choice, free will, possibility to change for the better. The decision of this question is both recognition of the person's freedom, and the declaration of the necessary character of our life. The choice unfreedom is the result of the false self-identification: the person can't choose, what I he is to be, just as he can't choose, what I he would like to be: the situation chooses [17]. The person's healthy development is "an infinite chain of the free choice situations in which the person stays during each life moment" [14, p. 75]. The sensation of the open choice is very significant – when the person is free – "to become himself or to hide behind a facade,… to live or to die" [28, p. 244]. The society should give a possibility of such choice to the person [1], but only the person can make this choice: only the recognition of the subjective choice presence makes people free [28]. Free not only from, but also for – free to become independent; free to be various, instead of to possess the various [23], free to self create [16], to find the life sense, clearly to represent and achieve aims [21]. Awakening of the person is the important point: transition from "it have to" to "I have to", to finding of true independence [16], to comprehension of the life sense [21]. "The destiny of each person is defined, first of all, by him, by his ability to think and reasonably to relate to everything occurring in world around. The person plans his own life by himself" [3, p. 173]. Thus, the choice is free, comprehended and realized, causes independence, responsibility, development of the person. Difficulties on the self-cognition and self-development way force the person to make choices set from without (for example, the scenary).

Within the limits of the cultural-historical approach of L.S. Vigotsky there are distinguished a choice reaction and a willed choice. The first is a manifestation of organism's functions, struggle for the general motor field, live process of occurrence, establishment, closing of the reaction resulting in some movement. There is no true willed choice here. The accumulation of personal experience and occurrence of motives underlies the possibility to choose at will. At the willed choice the personality's role is maximum: it actively resolves the struggle of motives for the realization of either activity. The basic characteristics of the willed choice are its great complexity and earlier realization (even before action) in comparison with the choice reaction [6]. The true choice is characterized by the presence of will, complexity, before-activity, motivation, the dependence on personality's experience.

In the activity theory the choice is defined as "the difficultly organized activity having its motivation and the operational structure, possessing the internal dynamics, sensitive to features of the object and regulated by the subject" [12, p. 98]. On the basis of the presence of the choice alternatives and criteria for their comparison there are distinguished simple, sense and personal choices.

1. The simple one is the decision-making activity in the situation of comparison of some alternatives on the known to the subject criterion. The choice is intuitive, automated, reduced, isn't dependent on personal characteristics; it appears as the programmed mechanical act solving tasks of optimization on the basis of the set algorithm.
2. At the sense choice the subject compares qualitatively different alternatives for finding of the bases having some sense. Choosing, the person each time all over again carries out rather developed activity, rejecting some vital relations without rational enough basis, risky.
3. The personal or existential choice is carried out in critical life situations when the subject is given neither the criteria of alternatives' comparison, nor the alternative. This choice has very difficult operational structure. The choice alternatives' construction and the person's readiness for the greatest number of events' variants are provided with internal personal preconditions [12].

Within the limits of the activity paradigm the choice is provided with alternativeness, personalityness, motivation, presence of the dynamical, developed and difficult structure.

In the personal-activity approach it is considered that the presence of several competing kinds of activity demands a value choice realization from the person. A.G. Asmolov characterizes the value choice by free operating with senses and values: in the vital situations the person transforms, and in critical – creates new senses and values [2]. So, the value choice is based on the active and operating position of personality; it is characterized by the person's ability to reflection of value-sense formations and their flexible correction.

Within the limits of the approach connecting the choice and consciousness of the person, V.F. Safin offers a "choice situation" concept as "the concrete form of self-consciousness manifestation, consciously directed by the subject on definite purposes, selection of means and ways of their achievement" [19, p. 78]. The choice situation defines the ascent of a higher level of development of personality; its result is the intention transformation into the intelligent purpose. Depending on the expansion or reduction of social contacts V.F. Safin distinguishes a positive and negative choice; depending on prospective time of the purpose realization – a strategic, tactical and situational choice. The choice proceeds in the form of the decision and its realization in life on the basis of the subject's comprehension and correlation of his "I want", "I can", "I have" and the requirements claimed to the person by the social environment. Experience of the purposes not achievement leads to the person's comprehension of contradictions between intrinsic forces. Toe decision of these contradictions is carried out by transformation – at the coincidence of senses – group or public needs, possibilities, requirements into personal formations of the subject; that is the content of the psychological mechanism of the person's self-determination [19]. Thus, the choice is personal, conscious and self-conscious, target, sense, caused by features of the concrete social environment,

providing self-determination of the person, demands regard for means, ways, time of the purpose achievement.

Realizing the approach considering the choice in the context of possibilities, A.A. Komlev defines the choice as the set of possibilities, the dynamic process of preference of one of a fan of available possibilities, as the result of elective activity – the possibility taken into a shape of decision, as much as possible answering to the purpose achievement. The choice is carried out proceeding from known possibilities potentially cognizing by the person. The vital choice, differed by a time generality, actualizing in points of the subject's transition into qualitatively new condition and being a turning-point on his life course, is subdivided into the existential, moral and social choice [9]. Here the choice is limited by knowledge experience; it is dynamical and simultaneously static, optimum.

The regulatory approach to the analysis of psychic phenomena postulates the choice specificity on each of levels of life activity regulation, offers to distinguish the following choices according to a content.

1. The choice as the nervous signals' regulation – depending on the structure of own organs the individual makes either movements and actions.
2. The choice as the movement's execution caused by perception; it is characterized by absence of intention, search of alternatives and under control of the integral subject.
3. The choice of the action's variants on the basis speech-thinking regulation. Personality, proceeding from own motives and purposes, chooses voluntary, consciously, purposely. It operates the choice by means of words and thoughts, however is limited by available degrees of freedom.
4. The choice at will level, differs by the necessity of choice of an alternative among different variants of programs concerning the same level of the mentally reflected hierarchy of values. Personality makes the choice of whole activity that demands engaging of will power and considerable willed efforts [4]. Thus, the willed choice differs by voluntariness, premeditation, consciousness, comprehension, subordination to the subject.

The decision-making theories traditionally considered the choice in situations of the decision of sensory (Zabrodin U.M.) and cogitative (Tikhomirov O.K.) tasks, and last years in risk situations (D. Kaneman, A. Tversky, E.A. Savina, H.T. Vang). At the decision of sensory and cogitative tasks in the internal plan personality operates with sensual and intellectual images, estimates probability of a result correct answer/achievement, aspires to choose the most optimum way of decision. Training promotes the fulfillment of more quantities of successful choices. Thus, success depends on personality's qualities and training of individual properties [7, 20]. In researches of the choice features in risk situations there was revealed influence of the task's content (framing-effect) on the risky decision acceptance. This cultural-universal mechanism is more often observed in the female sample, rather than in the male one [8, 19]. Here the basic features of the choice are optimality, correctness, dependence on the problem's

content, sexual and personal features, training level of the choosing.

Our research interest to the choice problem demands the review of methodical ways of its studying. There can be offered the following ways of the choice studying.

1. Experimental. Here they set some experimental situation to the investigated: according to the person's activity and ways of its decision there are made the conclusions about behavior in the choice situation.
2. Natural. The choice is studied proceeding from the features of the social situation of development: there are investigated ways of thinking and behavior of the concrete social-age group: for example, schoolboys, students, graduates of pedagogical university, young medical experts.
3. The choice studying through research of the answers set by the instruction in the test form.
4. Research of the person's vital choice in conditions of change of values and the life sense as a result of various life events, such as illness, love, marriage, birth of the child.

Thus, the choice is both the process, and the result of this process. Within the limits of various psychological directions and approaches the choice is defined and studied by criteria of personality's spheres (personal, motivated, value-sense, nonintellectual, free, premeditated, purposeful, limited by knowledge experience and organization of this experience); consciousness participation (conscious, self-conscious), level of mental regulation of behavior and activity of the person (willed, voluntary); individual features of the person (physiologic, ontogenetic, pathologic); efficiency of the choice (optimum), presence of the choice alternatives (alternative, selective), structures (dynamism, displaying character and complexity of the structure), reversibility (irreversible) and scale (global).

In various degree the choice is the realized process of the person's development of a decision on the basis of comparison of various alternatives in a concrete time situation. The choice completeness is mainly estimated by the result's presence, instead of by time limits, and not by the stage character. Dynamics of the choice is considered in a context of the subject's confidence in own choice, occurrences of doubts in the preference of either alternative.

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## SOCIAL PSYCOLOGY

**Teryohin V.A., Evetskaya S.V.**

# Research of communicative competence of a specialist in the sphere of social and cultural service

*The essence and concept of «communicative competence» is revealed in the article, the substructures of which are as follows: tolerance and interpersonal communicative experience, conflictology competence. Results of empirical research of communicative competence and its formation in the course of vocational training are represented.*

***Key words:*** *competence, professional competence, communicative competence, competencies, communicative abilities.*

A considerable number of highly skilled specialists annually is required to dynamically developing sphere of service. Overall performance of the service enterprises in a greater degree depends on qualification of the personnel, competitiveness of given services, as consequence, requirements to the level of preparation and retraining of service specialists who according to M.D. Moleva, should have "professional technical-technological knowledge, methods of new innovative technologies usage, skills of organizational-administrative activity" [1, p. 211].

Ability of a service specialist to carry out the functions effectively, to be the master and the professional depends on its certain qualities. All of them in interrelation are characterized by the general concept – professional competence.

Professional competence is characterized by a uniform complex of knowledge formed, skills, abilities, psychological features (qualities), professional positions and acmeological invariants where knowledge, skills and abilities can be represented as role characteristics of professional competence, and all other components points to the relation of the specialist to activity and on his individuality [2].

Being integrative formation, professional competence consists of such components as competences.The competence is integrity of knowledge, skills and experience providing professional work, ability of a person to realize in practice the competence. The competences of a wide spectrum uses possessing certain universality have received the name of "key". Key competences define realization of special competences and concrete competences. The same key competences provide efficiency of various kinds of activity [3].

In the structure of professional competence special attention is given to research of such components as communicative competences. Authors define it as "situational adaptability and free possession of verbal and nonverbal (speech and nonverbal)

means of social behavior" (Emeljanov J.N., 1985) [4]; "set of skills and the abilities necessary for effective dialogue" (Petrovsky L.A, 2007) [5]; "ability to establish and support necessary contacts with other people" (Krylov A.A, 2007) [6].

Communicative competence of a person, according to E.V. Rudensky, develops from the following abilities:

– ability to give a socially-psychological forecast of a communicative situation in which it is necessary to communicate;

– to program dialogue process in a social-psychological way, leaning against an originality of a communicative situation;

– to "get used" to socially-psychological atmosphere of a communicative situation;

– to exercise socially-psychological administration of dialogue processes in a communicative situation [7].

– Communicative competence for a expert in the field of service acts as one of the basic components of professional competence. Participating in joint activity, manufacturers of a service product and consumers become subjects of mutual relations, coauthors of activity, and the competence itself gets character of interaction. As important means of such interaction dialogue, communicative interaction which according to S.N. Korobkova, V.I. Kravchenko, S.V. Orlova, I.P. Pavlova is a distinctive feature of service activity [8]. As important result of such interaction is overcoming a barrier and process of formation of trust to the partner.

Communicative competence means that a specialist in service sphere should be able to do socially-psychological forecast of dialogue situation; to be able to build tactically and strategically the relations with the participants of business dialogue, leaning against knowledge of features of communicative process, dialogue means (verbal, nonverbal), communicative types of partners, means of influence on people (to be able to create an image causing trust and sensation of reliability, for which purpose it is necessary to work carefully at the image) to be able to "submit" itself in a certain foreshortening (self-presentation). Besides, a specialist in the field of service should be able to define as much as possible precisely the subject of dialogue requirements (the partner, the client, the consumer); to organize conversation with the potential consumer, leaning against interests of the interlocutor, instead of one's own; trying to say what the interlocutor would like to hear.

E.V. Rudensky points out that communicative abilities are formed in two ways: during various social practice, in which a person is included, and during special preparation for a dialogue. According to his opinion, a communicative ability is «synthesis generally accepted, socially-psychological and specially-professional qualities of a person» [7, p. 96].

According to D.M. Ramendik, S.P. Slakva, O.V. Solonkina, working with clients it is necessary for workers of contact services to show the following communicative abilities: to tell, to listen, to hear, to understand, to provide acceptance of the transferred information, communicative control, flexibility of a dialogue, style, a sign language understanding ability to distinguish the forms of psychological protection in dialogue with the client, to observe moral standards in a dialogue with a client [9].

Thus, communicative competence represents a system of knowledge of kinds, various forms, methods and factors of efficiency of confidential dialogue, about methods of psychological influence on partners in a dialogue, a system of special communicative abilities, allowing to carry out and an effective dialogue, to influence partners in dialogue in various situations of interactions and being in various (including negative) mental emotional conditions.

As a result it is possible to state substructures of communicative competence of a social and cultural service and tourism specialist: tolerance and skills of interpersonal dialogue; conflictology competence. A technique of communicative installation diagnostics developed by V.V. Boiko (allowing to define signs of negative communicative installation, and also the level of general communicative tolerance); a technique "level definition of conflict resistance", diagnostics of acceptance of others (on a scale of Fejja), animosity diagnostics (on Cook-Medley scale), goodwill diagnostics (on Campbell's scale), trust express diagnostics (on Rosenberg's scale), diagnostics if manipulative relations (on Bant scale), diagnostics of interpersonal relations (Rukavishnikov A.A.) were used for their research.

122 persons took part in this empirical research. Among them: 50 persons – specialists working in a social and cultural service and tourism sphere, 72 persons – students of "Social and cultural service and tourism" speciality (they took part in a prolonged research (the second, third and fifth years of study)

Average indicators values of negative communicative installation components are presented in Table 1.

*Table 1*

**The summary Table of average negative communicative installation values**

| Indicators | Maximum points | Summary points | | | |
|---|---|---|---|---|---|
| | | Second year students | Third year students | Fifth year students | Service specialists |
| The veiled rigidity | 20 | 16,47 | 14,19 | 13,21 | 11,36 |
| Open rigidity | 45 | 30,17 | 28,08 | 24,08 | 16,26 |
| Well-founded negativism | 5 | 3,17 | 2,73 | 2,21 | 1,7 |
| Grumbling | 10 | 5,4 | 4,15 | 3,46 | 3,32 |
| Negative Communicative experience | 20 | 12,77 | 11,46 | 9,58 | 7,36 |
| Sum total: | 100 | 67,98 | 60,61 | 52,54 | 39,96 |

Empirical research has shown that specialists in service sphere have negative communicative installation but to a small degree (39,96 > 33 points) The points received by the second, third and fifth year students testify the presence of the expressed negative communicative position. The application of Friedman criterion $X_r^2$ has shown that under the time factor authentic, but minor alterations on such indicators as "the

veiled rigidity" $X^2_{r_{emp}} = 6.020$, "open rigidity" $X^2_{r_{emp}} = 6.437$, "well-founded negativism" $X^2_{r_{emp}} = 7.312$, "grumbling" $X^2_{r_{emp}} = 6.020$ have occurred.

Results of the general communicative tolerance research have shown that service sphere specialists possess high, and the second, third and fifth year students have an average level of communicative tolerance. The greatest students intolerance to people is shown in the following aspects: a categoriality or conservatism in people estimations; inability to hide or smooth unpleasant feelings meeting with uncommunicative qualities of partners; aspiration to alter, re-educate partners; aspiration to adapt the partner to oneself; to make him convenient; inability to forgive errors to other people; the awkwardness, inadvertently caused troubles. Indicators of the general communicative tolerance in accordance with concepts are presented in Table 2.

*Table 2*

**Communicative tolerance indicators in accordance with concepts**

| Position components | Second year students | Third year students | Fifth year students | Service specialists |
|---|---|---|---|---|
| Aversion or incomprehension human individuality | 6,03 | 6,35 | 5,5 | 3,38 |
| Oneself usage as a standard while estimating other people | 5,37 | 6,05 | 4,5 | 3,12 |
| A categoriality or conservatism in people estimations | 7,53 | 6,88 | 6,96 | 4,8 |
| Inability to hide or smooth unpleasant feelings meeting with uncommunicative qualities of partners | 7,77 | 7,27 | 6,21 | 4,36 |
| Aspiration to alter, re-educate partners | 7,27 | 6,69 | 4,67 | 4,22 |
| Aspiration to adapt the partner to oneself | 7,07 | 7,23 | 5,92 | 4,36 |
| Inability to forgive errors to other people | 8,47 | 8,15 | 6,33 | 3,84 |
| Intolerance to physical or mental partner discomfort | 4,43 | 4,15 | 3,79 | 2,92 |
| Inability to adapt to partners | 6,87 | 5,81 | 5,71 | 3,7 |
| Sum total: | 60,81 | 58,58 | 49,59 | 34,7 |

Authentic shifts of such indicators as "oneself usage as a standard while estimating other people" $X^2_{r_{emp}} = 6.062$, "a categoriality or conservatism in people estimations" $X^2_{r_{emp}} = 6.062$, "aspiration to alter, re-educate partners" $X^2_{r_{emp}} = 8.687$ have been revealed.

The structure of specialist relations in the sphere of service consists of: acceptance of others, goodwill, trust, a tendency to be in a society of other people to be accepted by the others; they can incur responsibility, but at the same time, specialists of service sphere have a tendency to be submitted by others a in dialogue, a tendency to build

close and emotional relations that characterizes them as subjects of unhindered dialogue. The second and third year students can be characterized as subjects of a complicated dialogue: high points on manipulative relations scales, cynicism, aggression, animosity, low level of trust, aversion of control over themselves, carefulness in building close relations. The fifth year students build relations as subjects of an unhindered dialogue and as subjects of the complicated dialogue. The structure of the fifth year students relations include: acceptance of others, goodwill, aspiration to incur responsibility, a tendency to be submitted by others a in dialogue, a tendency to establish close and emotional relations, but at the same time such points as manipulative relations, cynicism, aggression and animosity are high enough.

It is necessary to notice that there were considerable changes on such indicators, as "acceptance of others" $X^2_{r_{emp}} = 11.583$, "cynicism" $X^2_{r_{emp}} = 9.333$, "aggression" $X^2_{r_{emp}} = 14.645$, "manipulative relations" $X^2_{r_{emp}} = 6.270$, "trust" $X^2_{r_{emp}} = 6.333$, "submission by another in a dialogue" $X^2_{r_{emp}} = 8.395$.

Conflictology competence was nominated as a substructure in the structure of communicative competence. Success and competitiveness of a specialist in the sphere of service are in many respects defined by his level of conflict resistance (41, p. 64). The second, third, fifth year students have the average level of conflict resistance showing the orientation of a person to the compromise, aiming to avoid the conflict. Their points are: 34, 33 – the second year; 36, 65 – the third year; 39, 38 – the fifth year. Friedman's criterion $X^2_r$ has shown that students had serious changes in the position "conflict resistance" $X^2_{r_{emp}} = 15.895$.

Thus, working specialists in the field of service possess high communicative tolerance, their negative communicative position is evident, but to a small degree. They can be characterized as good interlocutors possessing high level of conflict resistance. The students trained on «social and cultural service and tourism» speciality in spite of the fact that the points testify the presence of the evident negative communicative position, its level decreases, as well as a level of communicative intolerance. The greatest intolerance to people is shown in the following aspects: a categoriality and conservatism in people estimations; inability to hide or smooth unpleasant feelings meeting with uncommunicative qualities of partners; aspiration to alter, re-educate partners; aspiration to adapt the partner to oneself, to make him convenient; inability to forgive errors to other people, awkwardness, inadvertently caused troubles. Students conflict resistance raises. If the second and third year students can be characterized as subjects of the complicated dialogue (high enough points on manipulative scales, relations, cynicism, aggression, animosities, low level of trust, control nonacceptance over themselves, carefullness in building close relations),the fifth year students build the relations as subjects of unhindered dialogue and as subjects of the complicated dialogue. The structure of their relations include: acceptance of others, goodwill, aspiration to incur responsibility, a tendency to be submitted by another in a dialogue, a tendency to establish the close and emotional relations but at the same time, points on manipulative relations cynicism, aggression and animosities are high.

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Hence, effectively organized training process and preparation of students for professional work in social and cultural service sphere will allow to form and raise the level of communicative competence.

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## THE YOUNG SCHOLARS

**Oselkov A.A.**

# Features of the materials' of extremist orientation influence on youth audience

*In the article it is considered the problem of revealing of the psychological influence of materials of extremist orientation on youth audience; there are specified reasons of influence, channels of its realization. There are cited the experimental research data on revealing of the dynamics of emotional condition, relation and aggression at interaction with materials of extremist orientation, spent on 398 respondents.*

***Key words****: extremism, attitude, social hostility, enmity and hatred on the social belonging basis, influence.*

Extremism is the extreme form of social hostility which problem isn't new and was repeatedly sounded by authors in different science areas. Within the limits of forensic-psychological examinations (FPE), as a direction in application of special knowledge for decision of questions on a concrete case in preliminary, or judicial, many researchers and forensic experts-psychologists in practice have already met a necessity of estimation of materials under clauses 280 of the criminal code of the Russian Federation "Public appeals to realization of extremist activity" and 282 of the criminal code of the Russian Federation "Hatred or enmity excitation, and humiliation of human dignity" [3]. Thus the frequency of orders for such researches from law enforcement bodies, State and private organizations grows, the methodology of forensic psychological examination of materials of the extremist orientation is absent at present time. Lists of features which experts are guided, as a rule, are created on the basis of precedents and consequently aren't exhaustive, or, on the contrary, are surplus, frequently cross and duplicate each other. It is caused by that the content of influence of materials of extremist orientation on audience isn't revealed and experimentally isn't studied.

These factors have caused a necessity of realization of the research which purpose was revealing of features of materials' of extremist orientation influence on youth audience.

The expert-psychologist can draw the conclusion of whether certain materials possess features of extremist orientation that is important for making a decision on a concrete case by the Court of Law. The investigation can recognize that their publication is a crime, and then can count it lawful even at the affirmative answer on the extremist orientation of these materials (for example, at publication in the textbook for experts or inspectors).

Any illegal actions against physical and legal bodies on the basis of their belonging to group are displays of social enmity and components of extremist activity. Concepts "race", "nationality", "religious belonging" and other features resulted in the criminal legislation (16 in all), are simply enumeration of various groups crimes against which more often appeared in investigatory practice, i.e. distinguished on the basis of precedents. In connection with impossibility to make this list full (it is possible to distinguish groups by infinite quantity of bases, so in regulatory legal statements there appear a "residence", "sex", "work place", "language belonging", etc.); it is necessary to generalize all these categories into one concept which became a concept of "group" as a social-psychological phenomenon.

On the basis of review of the researches devoted to social intensity during the last years, and also criminal cases, materials of forensic examinations (basically psychological, linguistic and psychologically-linguistic), there has been distinguished six base reasons of its formation. The list continuation is possible, however, other factors also influencing occurrence of social conflicts either simply correlate with the phenomena specified by us, i.e. indirectly influence society, or they are a consequence of elements of this list. There are distinguished six of them:

– strengthening of migratory processes;
– competition at labor market;
– deterioration of living conditions;
– criminal factor;
– need for inclusion into a corresponding subculture;
– narrowness of contact to more economically effective society.

To the objective party of a crime "extremism" or to a way of its realization concerning a psychological component, there corresponds "propagation" which is understood as psychological influence on the audience, conducted by special methods, with a view to distribution of any ideas, views, ideas and inducements to actions, and also formation of certain needs, purposes, motives of behavior among people. Analyzing the stated above definitions, it is possible to draw a conclusion that basic elements of the propagation process are: 1) its subject (the social group, which interests propagation expresses); 2) object (audience or social generalities to which the propagation is addressed); 3) forms and methods; 4) content (text or other equivalent); 5) means and channels of propagation.

To such channels of propagation as the press, radio, television and public statements, distinguished by A.R. Ratinov, M.V.Kroz and N.A.Ratinova [2], there is added one more – *the multimedia information networks (Internet)* which is an integrity of all mass-media stated above since it allows to operate printing, audile, visual and other information. In their relation there are distinguished and revealed such features, as 1) easy access, 2) activity, 3) group character, 4) multimedia character, 5) openness and extensiveness, 6) anonymity.

We consider propagation as a set of two components: persuasion and suggestion. The indispensable condition of persuasion is a strict following to logic rules as it ap-

peals to rational thinking of the subject, his reason. At the heart of suggestion there lies easing of the conscious control action which is realized by the individual concerning the perceived information.

Creation of audience's attitudes in itself isn't sufficient to lead the influence to a result necessary to author. For this purpose formation of attitudes of negative character should be accompanied by confirmation in practice. These two lines of activity more often meet in a uniform complex, however in some cases they can be divided and correspond to *a direct propagation and indirect propagation*.

*The direct propagation* is creation of audience's certain attitudes. *The indirect propagation* is a confirmation of attitudes already existing at audience. In this sense it is possible both together with the direct one (the most widespread variant), and separately (in two variants).

The first variant: the audience doesn't possess images which the author supports. The indirect propagation is only addition to the direct one.

The second variant: the audience already possesses the required images; connections between images of certain groups and images of actions are established. The influence, rendered by the author, strengthens these connections, increases intensity of attitudes, actualization of needs, entering into its structure. In result the influence actualizes xenophobic attitudes.

Revealing of the audience of these materials is important for definition, whether it has the required attitudes and consequently should be included into a research part of the expert's work.

In practice more often there is a simultaneous realization of the direct and indirect propagation of extremism which is designated as *a complex propagation*.

Materials of extremist orientation can provoke social hostility in society without dependence on initial motives of their creation, or distribution, and the legislator should limit influence of such materials on audience. For a legal context it is important the objective orientation – what purposes are really reached in society by a concrete action (for example by publication of materials). Thus the purposes of activity of the author and the publisher of materials can be absolutely different, not having the direct relation to extremism. An orientation, in turn, can be defined on the effect which causes the audience's acquaintance with the material. Here participation of the psychologist is especially important since it deals not only with information source, but also with its receiver – the audience.

We had studied archives of expert establishments of Kaluga, Rostov-on-Don and Volgograd during the period since 1997 till 2009. Thus within the limits of expert practice it has been studied 1036 materials potentially containing signs of extremism on which basis there have been distinguished general and private problems of FPE of materials of extremist orientation, its object and subject; there was distinguished the basic methodical way by which it is designated the criteria focused analysis; there is made the list of recommended questions.

For revealing of features of materials' of extremist orientation influence on youth

audience we have spent the experimental research constructed under the standard plan for two randomized groups with the preliminary and resulting testing.

As the main requirement to participants of the experiment is susceptibility of its participants to psychological influence of materials of extremist orientation, the experimental research has been spent on pupils of educational institutions into which there entered people of both sexes, different ethnocultural belonging from 16 to 25 years, i.e. the group was homogeneous.

At studying of the materials potentially containing signs of extremism within the limits of 50 homogeneous FPE and complex examinations with participation of the psychologist, there have been distinguished five generalized groups which became the objects of extremist activity, namely "Caucasian", "Jew", "Asian", "American" and "Russian".

On the whole group of examinees there was conducted the psychodiagnostic research, then the program "Microsoft Excel" in a random way divided examinees into the control and experimental group in an equal parity. In a month the control group was given the same techniques again, and the participants of the experimental one at first read the text of extremist orientation, and further carried out the task-retest. Thus in the experimental group half of respondents was given the text containing the complex propagation of xenophobic attitudes, and another half – the indirect propagation for the influence differentiation. In these subgroups two texts for reading were offered: the one directed on kindling of enmity concerning the generalized group "Jews", and the second one concerning the generalized group "Caucasians".

The cluster analysis has shown that experimental and control groups have got into different clusters. At carrying out of techniques, there weren't revealed significant shifts on the control group. At the same time in the experimental group such changes have been noted.

For distinguishing in the sample the group of persons obviously possessing expressed intolerant attitudes there have been spent a "Tolerance index" technique of G.U. Soldatova, O.A. Kravtsova, O.E. Khukhlaev and L.A. Shaigerova, which doesn't diagnose some parties of the tolerant person, but is a "complex technique" and allows to differentiate respondents' level of ethnic, social tolerance and tolerance as personality's feature. Groups with average and high level of tolerance united as not possessing the required attitudes. Shift of values on each of other techniques in this experiment was counted up in the resulted two groups.

Further, as one of the research problems is studying of dynamics of emotional conditions, there were used the color choice test of M. Lusher and the "SAM" technique. Influence on aggressive reactions was investigated by means of the hand test of E. Wagner and the projective drawing technique consisting of five parts: "Caucasian in my country", "Jew in my country", "Asian in my country", "American in my country", "Russian in my country". Revealing of actualization of negative attitudes by materials of extremist orientation was defined by means of the "End the sentence" technique,

the color test of relations of Etkind and the "Semantic differential" of Ch. Osgood. Thus last three techniques were also spent on the categories "Caucasian", "Asian", "Jew", "American", "Russian".

After reception of the retest results there were removed the data to which there were attributed 1) the forms of examinees being not filled up to the end, 2) blanks in answers, 3) the extreme consent on all questions, including the return, 4) only average answers, and also 5) the forms of the examinees who were present only at the test or only at the retest (on the sample of research of S.N. Asmolov and N.P. Tsibulsky on adaptation of the BPAQ technique) [1, 43].

By the "Tolerance index" technique 12 % of respondents of the experimental group possessed expressed intolerant attitudes and 88 % – didn't possess; 8 % of the control group possessed, 92 % – didn't possess.

Results are conditionally divided into four groups: the first – results of the complex propagation on the persons possessing expressed intolerant attitudes, the second – on the persons not possessing those, the third – the indirect propagation on carriers of xenophobic attitudes, the fourth – on not carriers. The significance value for these groups is designated accordingly "P1", "P2", "P3" and "P4".

For revealing of statistically significant shift of results there has been used the pair T-criterion of Wilcoxon. For the experiment's correctness check and disposal of collateral variables it was used the cluster analysis by K-averages. Data processing was carried out in the program «SPSS» since this software package allows to process the data files, exceeding the tabular.

### The results of the experimental research

On the technique of M. Lusher significant shifts have occurred on three groups of signs. There have decreased the values on the categories "joyful, "solar" mood" (P1 = 0,004, P2 = 0,032, P3 = 0,045, P4 = 0,005), and also "complacency", "light euphoria", "comfort" (P1 = 0,030, P2 = 0,011, P3 = 0,028, P4 = 0,040). This results from the fact that these texts have negative, destructive character. Significance of such results is caused by that the person in counterbalanced, easy, light, elated mood is capable and inclined to experience faster, he controls his emotions and behavior much more confidently. Thus, at decrease in comfort of emotional condition the person is less restrained, sharper in reactions, he is easier to be provoked to aggression, deviant behavior.

It is also proved by that "sorrow", "melancholy", "sadness" in the group possessing expressed intolerant attitudes have raised (P1 = 0,045, P3 = 0,038). Decreasing on the first two scales and increase on the third strengthen each other. Totally it makes possible to draw the conclusion on general decrease in emotional background, deterioration of mood of examinees.

The data received in result of carrying out of the "SAM" completely corresponds to results of the Color test of M. Lusher. The Wilcoxon's criterion has shown significant shifts on three groups of features. There have decreased the values on the categories "lovely", "good mood", "happy", "cheerful", "enthusiastic", "joyful", "optimistic" (P1 = 0,046, P2 = 0,046, P3 = 0,032, P4 = 0,031), and also "weakened", "indifferent", "calm", "full of

hopes", "content" (P1 = 0,004, P2 = 0,022, P3 = 0,008, P4 = 0,020). There have raised the variants "melancholy", "bad mood", "unfortunate", "dismal", "despondent", "sad", "disappointed", "pessimistic" (P1 = 0,022, P2 = 0,025, P3 = 0,041, P4 = 0,044).

The worse are living conditions of the person, the more he is inclined to xenophobia displays in a barefaced form. Proceeding from these the results of the Color test of Lusher and the "SAM" technique show that texts of extremist orientation cause emotional conditions which promote open display of animosity, aggression.

Besides these there was revealed that, despite uniformity of the group, distribution of values of the sign occurred not on a curve of normal distribution. At clusterization two clusters have been revealed: into the first there have entered the respondents possessing intolerant attitudes, and into the second there have entered the respondents not possessing the same.

Also we have revealed that on the Semantic differential significance of shift was also different in different groups distinguished in result of the "Tolerance index" technique carrying out. Relation to groups "Caucasians" (P1 = 0,009, P2 = 0,008, P3 = 0,012, P4 – no correlation) and "Jews" (P1 = 0,049, P2 = 0,040, P3 = 0,049, P4 – no correlation) became more negative.

On the Color test of relations of Etkind relation to the generalized groups "Jews" (P1 = 0,026, P2 = 0,044, P3 = 0,042, P4 – no correlation) and "Caucasians" (P1 = 0,048, P2 = 0,040, P3 = 0,049, P4 – no correlation) has worsened.

Totally results of these two techniques allow to affirm that materials of extremist orientation cause negativization of relations to some social groups, on kindling of enmity to which materials are directed in a case of presence, as a part of extremism propagation, of the direct propagation or in a case of the indirect one on the audience which possesses expressed intolerant attitudes.

As to social attitudes, by the "End the sentence" technique there have turned out the following significant results: on the affective component there was an increase of negative characteristics attributed to groups "Jews" (P1 = 0,028, P2 = 0,042, P3 = 0,049, P4 – no correlation) and "Caucasians" (P1 = 0,043, P2 = 0,021, P3 = 0,40, P4 – no correlations), on the connotative – there have increased the negativism also in relation to "Jews" (P1 = 0,030, P2 = 0,032, P3 = 0,033, P4 – no correlation) and "Caucasians" (P1 = 0,009, P2 = 0,010, P3 = 0,034, P4 – no correlation).

First two shifts show that reading of materials of extremist orientation has caused change of affective component of attitudes to two groups about which there were materials, and second two shifts say that people became more inclined to actions against them owing to they have read these texts.

Since cognitive images of the investigated five "groups-irritants" were among all examinees, and also basing the results received by these technique, we can say that materials of extremist orientation actualize audience's negative attitudes. Thus shift of results has occurred similarly to that in dynamics of aggression and relation.

Also there has been revealed that distribution of values of the sign has occurred not on a curve of normal distribution. Clusterization has shown two clusters also: into

the first there have entered the respondents possessing the intolerant attitudes; into the second there have entered the respondents not possessing the same.

By the "Hand test" technique it has been revealed that the index of open aggressive behavior has increased with high level of significance (P1 = 0,008, P2 = 0,013, P3 = 0,022, P4 – no correlation). However, some features which have been revealed at processing are also interesting. Results of the technique are displayed on 11 scales: aggression, instructions, fear, attachment, communication, dependence, exhibitionism, crippling, active impersonality, passive impersonality, description. Then under the formula

$$\sum (\text{"aggression"} + \text{"instructions"}) - \sum (\text{"fear"} + \text{"attachment"} + \text{"communication"} + \text{"dependence"})$$

there is calculated the index of open aggressive behavior. Thus the first sum shows an aggression level, and the second – an adaptability level, i.e. the parameter compensating aggression, reducing probability of open aggression. "Aggression" has changed with insufficient level of significance while "Adaptability" has decreased (P1 = 0,004, P2 = 0,004, P3 = 0,009, P4 – no correlation). It shows that materials of extremist orientation don't create aggression, and, instead, reduce a level of compensating mechanisms, called to limit aggressive behavior. Accordingly, as a result, people reading materials of extremist orientation become less tolerant, restrained, counterbalanced that leads to sharper, explosive reactions, aggravates intensity of display of negative attitude to representatives of other social groups and causes open aggressive behavior concerning enemies. Thus in a case of the indirect propagation on tolerant audience such effect is not observed.

Results of the "Hand test" of Wagner have been confirmed by the data of the projective drawing test. On the last there are two trustworthy shifts: increase of signs of aggression at drawing of the "Caucasian in my country" image (P1 = 0,022, P2 = 0,018, P3 = 0,009, P4 – no correlation) and the "Jew in my country" image (P1 = 0,049, P2 = 0,049, P3 = 0,038, P4 – no correlations). Accordingly, it is legitimate the conclusion that materials of extremist orientation cause aggressive relation to needs of the groups generalized on the basis of social belonging in relation to which social enmity is raised.

Thus, it is possible to make the empirically valid conclusion that texts containing the direct propagation of extremism promote formation of a negative image of some social groups, increase of a level of aggression' open display, strong decrease in a level of positive emotions and increase of negative ones, and also activation of attitudes on actions against the specified groups, and concerning the persons already possessing expressed intolerant attitudes – it actualizes them and raises their expressiveness.

Clusterization has also shown two clusters here: into the first there have entered the respondents possessing intolerant attitudes, and into the second there have entered the respondents not possessing the same.

Distinguishing of identical clusters at distribution of the sign and at studying of emotional conditions, relations, aggression depending on presence of intolerant atti-

tudes shows that important is not only revealing of materials of extremist orientation, but also propagation of tolerant behavior of citizens.

Generalizing the results of the realized research, we made a number of conclusions.

1. Materials of extremist orientation are the materials containing propagation of political, ideological, racial, national or religious hatred or enmity or hatred or enmity concerning any social group.
2. They cause change of emotional condition, decrease of a level of expressiveness of such conditions, as "joyful, "solar" mood", "complacency", "light euphoria", "comfort", "lovely", "good mood", "happy", "cheerful", "enthusiastic", "joyful", "optimistic", "weakened", "indifferent", "calm", "full of hopes", "content" and increase of such as "melancholy", "bad mood", "unfortunate", "dismal", "despondent", "sad", "disappointed", "pessimistic"
3. Besides this they actualize audience's negative attitudes to some generalized groups at their presence.
4. It is experimentally confirmed that materials of extremist orientation cause change of relation to some generalized social groups into more negative at the complex propagation of extremism, or the indirect one – concerning groups possessing expressed intolerant attitudes. On groups not possessing the same the indirect propagation doesn't render such influence.
5. It is proved that materials of extremist orientation cause increase of indexes of open aggression, first of all, at the expense of decrease of mechanisms of adaptation to conflict situations both among persons possessing expressed intolerant attitudes, and among the others.
6. It is revealed that among persons not possessing intolerant attitudes at the complex propagation negative attitudes are formed, and at the indirect – aren't formed.
7. It is defined that materials of extremist orientation form negative relation and aggressive attitude concerning concrete social groups, instead of simply raise a level of intolerance.
8. It is revealed that materials of extremist orientation increase a level of xenophobic displays not to all "foreigners" among respondents, but form them concerning concrete social groups.

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# Guidance of Independent Work of Technical College Students

*The article contains the results of psycho-pedagogical research on the independent work of technical college undergraduates. The main purpose of the research was to identify the tools for guiding the above mentioned type of students' work and to describe it in relation to the psychological abilities of three categories of students ("widely subject-oriented", "narrowly subject-oriented", "subject-unoriented") and the peculiarities of foreign language communicative teaching activity in a technical college.*

***Key words:*** *regulating students' independent work, level of students' readiness for independent work, presentation of the system of knowledge for independent work, teacher-student interaction, control of students' achievement in the academic subject.*

In the recent decade the labour market has seen a demand for specialists who are ready for self-education and self-improvement, since there has been a shift from the model "education for the whole life" to the paradigm "education through the whole life". The independent work at the lessons of German is a tool for shaping the students' activeness and independence as personality features, that is why the problem of efficient guidance of undergraduates' independent work at the senior level of Bachelor's programme (III–IV year) in a technical college is particularly relevant nowadays. Recently at the senior stages of Bachelor's programme (III–IV year) there has been an emphasis on students' independent activities and an increase in academic hours given to this type of activity, but at the same time a lot of students experience considerable difficulties with independent performance of many types of foreign language communicative education professional activity. In this connection the concept of students' independent work is being greatly reconsidered now.

In Russian psychology the research of students' independent work was done by many outstanding psychologists and educators, such as I.Z. Glikman, T.A. Ilyina, A.G. Kazakova, M.I. Makhmutova, P.I. Pidkasisty, E.. Polat, V.V. Shalamov and many others. The independent work is a special type of class, group or individual educational activity, performed under the guidance but without the direct participation of the teacher; it is characterized by high activeness of cognitive processes and can be realized both in class and outside the classroom; it serves as a means for raising the efficiency of education process and preparing the students for independent acquisition of knowledge [8]. The independent work can be defined as task-oriented, internally-motivated activity, structured by the individual himself in the combination of the performed actions and corrected by him according to the process and the result [4]. The individual's activeness and the ability of conscious self-regulation of the activity, represent, in their turn, necessary conditions of efficient independent work of technical college students. According to N.S. Leites, activeness and self-regulation are "the universal internal condi-

tions for realization of activity and the necessary basis for the development of general and special abilities" [5, p. 53]. A.K. Osnitsky defines self-regulation of mental activity as "system-organized mental process of the initiation, formation, maintenance of all types and forms of external and internal activity, which are directed towards the achievement of the individual's aims, and controlling them" [6, p. 15].

On the basis of system approach to the control of the quality of education process (F.F. Korolev, N.V. Kuzmina, V.V. Monakhov, O.P. Okolelov, V.R. Shapovalov) the regulation of students' independent work includes several cycles: "assessment of the level of students' readiness for independent work, presentation of the system of knowledge for independent work, teacher-student interaction, control of students' achievement in the academic subject" [7, p. 95].

The readiness for independent activity (B.G. Ananiev, B.F. Raisky, A.Ya. Kolomensky, V.A. Slastenin) – is an integrative personal formation which serves as a qualitative dynamic characteristic of the effectiveness of the student's preparation; it is represented by the unity of motivational, informative and processual components. The motivational component of readiness for independent activity means the student's attitude to independent work, his interest in learning. The informative component of readiness for independent activity includes the students' theoretical preparation, the student's analysis of his educational activities. The processual component of readiness for independent activity consists of the students' abilities for self-organization and self-regulation of independent work [1]. For the purpose of assessing the level of readiness for independent work of the students who study German at the senior level of Bachelor's programme (III-IV year) in a technical college, an appropriate questionnaire has been worked out: "The Diagnostics of the Level of Readiness for Independent Work at the German Lessons in a Technical College". The test-retest reliability of the questionnaire was estimated with the help of Pearson's moment correlation coefficient. Then a group of independent experts estimated the content validity of the questionnaire [2]. The questionnaire was corrected several times in the process of its development. The data received with the help of the questionnaire "The Diagnostics of the Level of Readiness for Independent Work at the German Lessons in a Technical College" was classified in accordance with three categories of students: "widely subject-oriented", "narrowly subject-oriented", "subject-unoriented"; the sample group included 282 people. On the basis of the criterion "motivation for learning in a higher education institution" 282 students of a technical college were classified into three categories: "widely subject-oriented" (69 people), "narrowly subject-oriented" (112 people) and "subject-unoriented" (101 people). The "widely subject-oriented" are the students who do equally well in all the subjects and have high motivation for learning in a technical college. The "narrowly subject-oriented" do well only in those subjects which are necessary for their future professional activity. The "subject-unoriented" seek to get a diploma; their acquisition of knowledge is formal.

When working with the author's questionnaire "The Diagnostics of the Level of Readiness for Independent Work at the German Lessons in a Technical College", the "widely subject-oriented" students give high scores (60–48 scores) to the questions which mark

a high level of readiness for independent work. That is to say, for the "widely subject-oriented" students it is typical to be personally developed in terms of enhancement of goal-setting, self-awareness, mental reflexivity, self-discipline, and the students of this category already have positive motivation for learning German in a technical college. The "narrowly subject-oriented" students have a medium level of readiness for independent work, judging by the high scores (60–48 scores) which they put for the questions marking the level of readiness for independent work as medium. Thus, the "narrowly subject-oriented" students have certain difficulties when working independently. They do not always perceive the aim as the final result of independent work, they may not be capable of seeing mistakes in the process of independent work, their will is not formed at the high level. The "subject-unoriented" students give high scores (60–48 scores) to the questions marking a low level of readiness for independent work. The "subject-unoriented" have negative motivation for learning German in a technical college, let alone the abilities for modeling independent activity, correlation of the received results with the aim and the tasks stated in the conditions of the activity, or such quality as strong will.

For the successful guidance of students' independent work at the senior level of Bachelor's programme (III–IV year) in a technical college, we worked out a set of tasks for independent work, considering psychological abilities of three categories of students and their level of readiness for independent activity. The set of tasks of three difficulty levels was worked out on the basis of technical texts for students of the Electronics and Instrumentation Faculty of Taganrog Technological Institute of the Southern Federal University (TTI SFedU). The technical texts had to fit the following requirements:

– the texts have to contain linguistic (lexical and grammatical) units which are the most typical for the specialties of the Electronics and Instrumentation Faculty of Taganrog Technological Institute of the Southern Federal University (TTI SFedU);
– the logical sequence of texts' presentation has to correspond to the process of the students' studying special subjects, that is to say, the list of the texts in the textbook must be matched with the programme of specialist's training, so that the professional information, processes and phenomena described in the texts could be understood by the students;
– the texts have to fulfill the task of giving professionally important information;
– the texts and the tasks to them have to develop the skills of semantic processing of information in the course of reading, as well as to allow formation of the basis, which is necessary for text generation in different types of professionally oriented communication in a foreign language;
– the texts must be authentic, the topics should be selected after interviews with the lecturers of major departments, in accordance with the peculiarities of the students' future professional activity.

On the basis of technical texts and in accordance with the level of readiness for independent work we worked out a set of tasks for independent work of three categories of students: "widely subject-oriented", "narrowly subject-oriented" and "subject-unoriented" (table 1).

*Table 1*

**Set of tasks for independent work of three categories of students**

| "Widely subject-oriented" students | "Narrowly subject-oriented" students | "Subject-unoriented" students |
|---|---|---|
| –communicative tasks of high level of difficulty; | –pre–communicative and communicative tasks; | –learning new words and terms; |
| –doing creative work and projects; | –rendering the results of solving professionally oriented problems in German; | –understanding grammar material through individual effort; |
| –writing an essay, a business letter in German. | –preparing library–research papers, reports, presentations. | –doing tasks according to the given algorithm. |

The efficient guidance of students' independent work at the senior level of Bachelor's programme (III–IV year) in a technical college requires taking into consideration the forms of the teacher's interaction with three categories of students. Pedagogical interaction or teacher-student interaction is a value-based, socially induced and important person-oriented process of realization of interpersonal and activity-based contacts between the student and the teacher (under the teacher's guidance). Pedagogical interaction or teacher-student interaction aims at the transmission of culture in the process of spiritual practical activity of the teacher and the student; it is associated with profound changes in both of the contacting sides; under certain conditions the course and the result of these changes include conscious intensive and productive self-development, self-enhancement and self-fulfillment of the interacting persons [3]. After the analysis of special literature on the problem of teacher-student interaction and on the basis of personal experience, we singled out and differentiated the forms of teacher-student interaction in accordance with three categories of students.

*Table 2*

**Forms of teacher's interaction with students of three categories**

| "Widely subject-oriented" students | "Narrowly subject-oriented" students | "Subject-unoriented" students |
|---|---|---|
| 1.The teacher acts as a senior assistant; | 1.The teacher acts as a tutor; | 1.The teacher acts as a guide and supervisor; |
| 2.The style of communication is democratic; | 2.The style of communication is democratic; | 2.The style of communication is closer to authoritarian; |
| 3.The students' self-control actions are automatic. | 3.Self-control is formed but is not automatic enough. | 3.Self-control is not formed. |

Intensification of the student's cognitive activity, increase in the efficiency of his independent work imply not only special organization but also control. When controlling the independent work of technical college students, it is necessary to

use such methods and forms that do not make the students feel tough pressure, but are perceived by them as necessary help and means of raising their cognitive activity.

*Table 3*

**Control methods, arts and forms for independent work of three categories of students**

| "Widely subject-oriented" students | "Narrowly subject-oriented" students | "Subject-unoriented" students |
|---|---|---|
| 1.Flexible control (the teacher only specifies the aim; the students must independently choose the means and ways of solving academic problems within the given material); | 1.Relatively strict control (the aim and the guidelines are specified; fulfillment of some operations is controlled); | 1.Strict control (each academic operation is regulated); |
| 2.Intermediate control at the end of a section or a module of the course; self-control of the student in the process of studying the subject when preparing for tests; final control in the subject in the form of a pass-fail test (credit) or an examination. | 2.Intermediate control; self-control; final control; control of residual knowledge and skills a certain period of time after completing the course of study in the subject. | 2.Current control, that is regular monitoring of academic achievement at the lessons; intermediate control; final control; control of residual knowledge and skills |
| 3.Testing; role plays; business games; working out projects. | 3.Individual creative tasks connected with future professional activity; testing; discussions; role plays; business games; working out projects. | 3.Express-quiz, express-testing; testing; preparing library-research papers, reports. |

Consequently, the efficient guidance of students' independent work at the senior level of Bachelor's programme (III–IV year) in a technical college requires:
- taking into consideration the level of readiness for independent work of three categories of students;
- working out a set of tasks for independent classroom and extracurricular work of three categories of students;
- using different forms of pedagogic interaction, that is to say the interaction of the teacher with students of three categories;
- using different methods, types and forms of control of independent work of three categories of students.

In the first place, regulation of students' independent work should be based upon the psychological abilities of "widely subject-oriented", "narrowly subject-oriented" and "subject-unoriented" students.

The question of individually-differentiated teaching remains very important in the process of organization of foreign-language communicative educational professional activity at the senior level of Bachelor's programme (III–IV year) in a technical college. Individual psychological characteristics of students are direct source of the variety of factors determining academic progress or failure in their studies at any educational level.

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