

**RUSSIAN
PSYCHOLOGICAL
SOCIETY**



**RUSSIAN
PSYCHOLOGICAL
JOURNAL**

Vol 8 # 2

Moscow



2011



Russian Psychological Journal

Founder – Russian Psychological Society

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E-mail: rpj@psyf.rsu.ru

Founder Address:

Yaroslavskaia str., 13,
Moscow, Russia, 129366
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ISSN 1812–1853

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Editorial board is not responsible for the quality of translation into English.



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Beskova T.V., Shamionov R.M.

Features of subjective well-being of subjects of envy and rivalry

The research is executed with financial support of the RSNF within the limits of the RSNF research project "Socio-psychological determinants of envy as a characteristic of interpersonal relations"; the project № 10-06-00091a

In the article there are analyzed features of interrelations of subjective well-being with envious relation of personality and its disposition to a rivalry strategy. There are revealed essential distinctions in considered interrelations: the tendency to rivalry is interconnected with general satisfaction in the basic spheres of the subject's life activity on cognitive level; disposition to envy, on the contrary, correlates with dissatisfaction in cognitive and emotional levels. There are revealed basic strategies of superiority leveling, determined by negative result of social comparison in correlation with considered phenomena of envy and rivalry. There are revealed features of subjective well-being in groups with various strategies of leveling of superiority of the other in significant spheres.

Key words: *envy, rivalry, subjective well-being, social comparison.*

In everyday life envy and rivalry (emulation, competition) often accompany each other at first sight and border between them is really almost uncaught – envy as if becomes a kind of sub-product of any competition. We should notice that the problem of correlation of envy and rivalry has rather long history of consideration. Since antiquity times (Hesiod, Aristotle, Plato) and ending the present (L.S. Arkhangelskaya, E.V. Zolotukhina-Abolina, E.P. Ilyin, I.B. Kotova, V.A. Labunskaya, K. Muzdibaev, E.E. Sokolova, G. Shek, etc.) this so ambiguous dyad causes numerous disputes among representatives of the socio-humanities, which essence, mainly, is concluded in search of answer of a question: «Whether envy can stimulate development of the person, act in a role of "the progress engine"?». In our opinion, the affirmative answer on this question it is possible to receive only positively having answered another: «whether envy is the desire to achieve what the other has?».

The analysis of definitions of envy presented in literature doesn't approach us to the answer, owing to that explaining this phenomenon there is again an opposition between two strategies of leveling of superiority of the other: «to achieve» and «to bereave».



«Envy is the feeling of disappointment caused by superiority, well-being of the other, *desire to have what the other has*» [14, p. 902].

«Envy is the feeling of disappointment or bitterness, arising in relation to the other person possessing any blessing or advantage, and accompanying by desire that he should *lose them*» [10, p. 89].

«Envy is the unfriendly-hostile feeling, arising when an individual has not got what the other person possesses and *passionately wishes to have* this object (this quality, this achievement, this success) or *passionately wishes to bereave* an object of envy of the other person» [9, p. 4].

In the first definition envy is manifested as desire to achieve, in the second – to bereave, in the third – to use both strategies, either simultaneously, or depending on presence of resources for achievement (resources allow to «achieve», don't allow to «bereave»). As a reflection of terminological ambiguity there is also a two-directed idea about envy, occurring on the ordinary consciousness level: «<...> “white envy” – motivation of achievement of personality when recognition of the other's success appears as a stimulus of creative activity and aspiration to competition. <...> “black envy” is negative emotion inducing the subject to make ill-intentioned actions on elimination of the other's success, well-being, pleasure» [12, p. 118]. Thus, it is terminological ambiguity in understanding of a phenomenon of envy that determines scientific discussions concerning its constructability. It is obvious that answer of a question about envy functions stimulating development of personality is predetermined by authors' initial ideas on its essence. The main problem consists in it.

In this connection we'll address to reflections of L.Y. Gozman, who focuses his attention on rather actual (if not the basic) psychology problem, saying that «Semiology of modern social psychology is exclusively multiple-valued. Some concepts used in scientific literature have not one, but several meanings, cover rather diverse aspects of reality. It is connected, first of all, with that many concepts, being simultaneously ordinary, are extended not only and not so much within the limits of science, but also in literary, and even in spoken language. <...> therefore, terminological difficulties which rise at carrying out of psychological researches are natural <...>» [5, 6].

Being defined in concepts, we should notice that as **envy** we understand «*the hostile relation to the other person, determined by his superiority in significant spheres, accompanied by negative emotions having two-directed character (towards the other and towards self), and shown in desire to bereave him of this superiority directly or indirectly*» [3, p. 22].

Speaking about rivalry, we should notice that for a long time and actively it functions at everyday level, but at the same time has no categorial status in psychological dictionaries. K.B. Kuznetsova, writes «that rivalry, having common connotations with the “competition” and “emulation” concepts, is intermediate between the open, contact form of rivalry as emulation and the concretized (subject) form of rivalry as competition.

<...> the “rivalry” concept has ambivalent character; rivalry has both positive meanings (activity, competitiveness, achievement, success, victory), and negative (confrontation, enemy, opponent, person with spiteful intentions, *envious person* etc.)” [7, p. 9]. In our understanding rivalry can be based on the positive, partner, neutral relation to the other and to have constructive character, and also on sharply negative (hostile) one, getting thereby a destructive orientation. If in the first case the subject’s actions on purpose achievement are guided by desire to be better through imitation of an ideal based on benevolent relation to another, in the second case the aspiration to achieve is inevitably crossed with desire to do harm. Thus, as **rivalry** we understand *a phenomenon functioning in a system of interpersonal and intergroup relations, defining model of personality’s behavior, characterized by focusing on «self» and aspiration to achieve satisfaction of interests in any ways.*

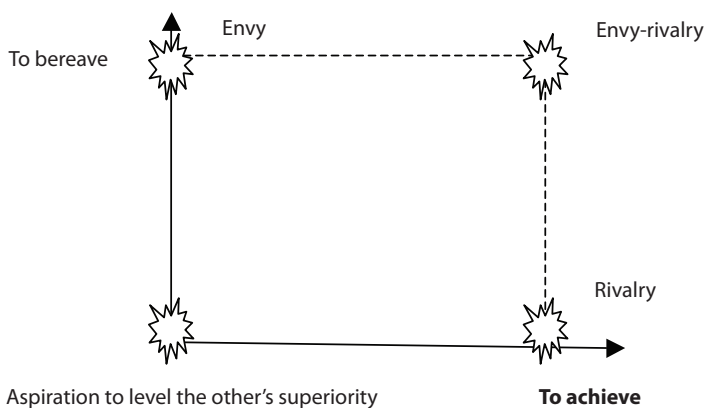


Fig. 1. Types of relations in the two-dimensional model of strategies of behavior at leveling of the other’s superiority

Comprehending the analyzed phenomena in correlation with each other, we believe it is expedient to consider them within the limits of the social comparison theory, one of which effects is estimation of superiority of the other and its correlation with own successes and expenses. In result of such estimation and correlation there can be various relations and experiences corresponding to them. Comprehension of that the other surpasses the comparing subject in something can cause both envy, and desire to achieve the same in any ways. The similar thought was earlier stated by V.A. Labunskaya, analyzing envy, hopelessness and hope as ways of transformation of the subject’s being: «<...> In itself comparison and estimation can’t inevitably lead to both envy, and hope. But, in view of conclusions concerning a role of mechanisms of comparison and estimation in envy and hope actualization, it is necessary to raise the question about those socio-psychological variables of the person’s being, presented for him in various on modality and importance situations



of communication, that can “transform” comparison into “active hope”, and estimation into expectation of the wished, into aspiration to achieve good results. Or they will lead to actualization of aspiration not only to prevent the superiority over self, but also to bereave, destroy that doesn’t belong to you, i.e. to “intolerable admiration – envy”» [8, p. 121].

The two-dimensional graphic model offered by us below (fig. 1) defines the position of envy and rivalry at comprehension of the other’s superiority in a sphere significant for the subject.

We should note that we realize the reference to a question on parities «envy – rivalry», «envy – motivation of achievement» not for the first time (the conducted earlier empirical researches [1, 2] point at absence of significant correlations between considered phenomena). However, improbably steady opinion (in science and everyday life) about stimulating, making active development of the person envy functions, forces us to continue similar researches. We suppose that revealing of personal, subject and socio-psychological determinants of disposition to envy and rivalry, will allow to comprehend the analyzed correlation in a new fashion. The rivalry variable in interface to envy deduces it on an active-effective level. In other words, rivalry (or its absence) characterizes the envious person as inclined to active leveling of superiority of the other, or on the contrary, having a passive-contemplate position. On the other hand, rivalry has also independent function – achievement function in which basis there are no imperatives of actions somehow damaging well-being of the Other.

In this sense the special place is devoted to a question of features of experience of subjective well-being of personality having either disposition. The problem consists in finding out in what degree and at what level of components or their constellations it is possible experience of well-being depending on a locus of personality in the presented two-dimensional model. Studying of this problem is especially important in the light of ideas of subjective well-being of personality and its psychological bases, especially regarding reflexivity and activity. Earlier we have shown that subjective well-being represents the integrated socio-psychological formation including estimation and the person’s relation to his life, to himself and having in itself an active beginning [11, 15]. At the same time, it acts as a mediating link between internal and external instances of personality, thereby defining its internal coordination.

As the earlier conducted researches [4] have allowed to find out that subjective well-being on the one hand is connected with an active position, and on another, – with envy (depending on its character, multi-directed), it is necessary to specify what are the features of experience of subjective well-being among persons experiencing the relations of envy, rivalry and a «boundary» zone of envy-rivalry.

The purpose of the present research is revealing of features of subjective well-being (both on cognitive, and on emotional levels) among subjects of envy and rivalry.



As methodical toolkit there have been used: «The technique of diagnostics of a social frustration level of L.I. Vasserman (in modification of V.V. Boiko)» [6]; «The scale of subjective well-being» (the adapted by M.V. Sokolova variant of the questionnaire of G. Perrudet-Badoux) [13]; «The technique of research of envious relation of personality» (T.V. Beskova) [3, p. 177–183]; the technique of K. Thomas «Behaviour in conflict situations» [11, p. 172–177] (a rivalry scale). Processing of results was carried out by means of the method of the correlation analysis and the method of comparison of average indexes by the t-Student criterion.

The general sample of the research consisted of 240 persons representing different socio-demographic groups (55 % of men, 45 % of women; an age interval 15–74 years ($Mx = 27,48$)).

At the first investigation phase there has been realized the correlation analysis of envious relation and rivalry with indexes of cognitive and emotional components of subjective well-being (tab. 1).

Table 1

The matrix of the correlations of envious relation and rivalry with subjective well-being

Characteristics of dissatisfaction and subjective trouble	Factor of correlation of Pirson (r)	
	Envy	Rivalry
<i>Dissatisfaction in social achievements in the basic aspects of life activity (the cognitive component)</i>		
education	0,131*	-0,023
mutual relations with colleagues	0,172**	-0,102
mutual relations with administration	0,200**	-0,094
mutual relations with subjects of professional activity	0,134*	-0,027
contents of work	0,109	-0,094
conditions of professional work	0,118	-0,033
social status	0,261***	-0,025
financial status	0,100	-0,008
domestic conditions	0,150*	-0,082
relations with the spouse	0,061	-0,054
relations with children	0,100	-0,041
relations with parents	0,063	-0,101
conditions in society	0,015	-0,212**
relations with friends	0,182**	-0,128*



sphere of services	-0,067	-0,152*
health services sphere	-0,026	-0,080
leisure	0,123	-0,018
possibility to spend holiday	0,170**	-0,093
possibility of choice of a work place	0,068	-0,099
the way of life as a whole	0,267***	-0,033
Average index of dissatisfaction	0,207**	-0,136*
<i>Subjective trouble (the emotional component)</i>		
Intensity and sensitivity	0,155*	-0,043
The signs accompanying the basic psychiatric semiology	0,212***	0,038
Change of mood	0,313***	-0,022
importance of social environment	0,245***	0,030
Self-estimation of health	0,292***	-0,066
Satisfaction in daily activity	0,128*	0,013
The general indicator of subjective trouble	0,281***	0,002

The note: as where * is a significance value 0,05, ** – 0,01, *** – 0,001.

Analyzing the correlations presented in the table 1, it is obviously possible to ascertain the following:

envious relation is positively interconnected, both with dissatisfaction in basic aspects of life activity (the cognitive component of subjective well-being), and with negative emotions (the affective component);

– *the tendency to rivalry* correlates only with the cognitive component of subjective well-being, moreover, this interrelation is negative.

Differently, if envy is accompanied by sensation of trouble, both on cognitive and on emotional levels, rivalry, on the contrary, is accompanied by satisfaction in basic spheres of life activity.

At the second stage of the empirical research for more detailed analysis of features of subjective well-being there have been distinguished four groups of respondents who differ on expressiveness of envious relation and rivalry, which different parities, in our opinion, define the basic strategy of leveling of the superiority of the other in a sphere significant for the subject.

Group 1. Low level of envious relation and rivalry. The aspiration to level the superiority of the other is absent. It can be expressed as neutral recognition of superiority (indifference), pleasure, admiration, «lazy dreams», sentimental regret.

Group 2. Low level of envious relation and high level of rivalry. Leveling of superiority of the other occurs through active actions on achievement of a desirable object (qual-



ity, ability), the subject aspires first of all to rise on a level of the person surpassing him («I want to have what he has»).

Group 3. High level of envious relation and low level of rivalry. Leveling of superiority of the other occurs not through raising of self on his level, but through bringing down of the object having certain superiority on own level («I want him not to have what he has»).

Group 4. High level of envious relation and rivalry. The strategy directed on liquidation of rupture between «me» and «the other» provides the combined actions on superiority elimination – «to achieve» and «to bereave» simultaneously.

Initially we have realized the comparative analysis of general indicators of cognitive and emotional components of subjective well-being between subjects with different correlation of envious relation and rivalry (tab. 2).

Table 2

The comparative analysis of subjective well-being of subjects with various correlation of envious relation and rivalry

Compared characteristics	t-Student					
	1-2	1-3	1-4	2-3	2-4	3-4
Average index of dissatisfaction	1,88	-1,07	-0,41	-2,83**	-1,70	0,34
General index of subjective trouble	-0,26	-2,29*	-3,29**	-2,06*	-3,10**	-1,31

The note: where * – a significance value 0,05, ** – 0,01.

Ranging of average indexes of dissatisfaction in analyzed groups has shown that the most unsatisfied in basic spheres of life activity are persons with high level of envy and low level of rivalry (strategy to «bereave») (1,72). Further decreasingly there follow respondents with high level of envy and rivalry (strategy «to achieve and bereave») (1,64), with low level of envy and rivalry (absence of aspiration to superiority leveling) (1,55), with low level of envy and high level of rivalry (strategy «to achieve») (1,25). However, statistically significant distinctions are revealed only between the second and third groups: dissatisfaction of envious respondents is above than among respondents with expressed tendency to rivalry.

As to the emotional component of subjective well-being, in this case the emotional discomfort is most expressed among subjects of envy-rivalry (63,31), and least – among subjects with low indexes of envy and rivalry (45,7). Besides, statistically significant distinctions are revealed practically in all compared groups (except 1-2 and 3-4).

For more detailed studying we analyzed features of subjective well-being in groups with various strategies of leveling of superiority of the other in significant spheres (fig. 2).



Special attention is deserved by the fact of absence of any distinctions at comparison of subjective well-being among subjects of envy and envy-rivalry.

By results of the empirical research it is obviously possible to formulate the following conclusions:

- it is not revealed the tendency to rivalry is interconnected with the general satisfaction in basic spheres of life activity of the subject on the cognitive level, interrelations with the emotional component and aspiration to achieve the purposes by all means. Disposition to envy, on the contrary, correlates with dissatisfaction, both on the cognitive and emotional levels;
- in a level of emotional comfort subjects with expressed tendency to rivalry (strategy «to achieve») surpass subjects experiencing envy, both in a «pure kind», and with rivalry elements. Whereas in satisfaction in basic aspects of life activity they surpass only envious persons, not aspiring to the other's level superiority by own achievements, and seeing an exit from such unfairly occurred situation only in deprivation (directly or indirectly) of the other of this superiority;
- subjects of envy and envy-rivalry don't differ on a level of subjective well-being that allows to assume that, being in an area of crossing, envy-rivalry incorporates envy characteristics, rather than rivalry.

Thus, the envious do not reach an optimum level of subjective well-being neither at contemplate, nor at active position; their aspiration to level superiority of the other doesn't lead to expected satisfaction. Dissatisfaction of personality of a certain type only strengthens its envious relation, becoming a stimulus of search (or active leveling of superiority) of envy object. It doesn't mean that the envying and undertaking efforts concerning an object of envy is satisfied in nothing. However the complete picture of subjective well-being among these persons isn't built that in conditions of psychotherapy demands rendering assistance in change of relation to self and to the other, to own and the other's success.

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Evaluation as an essential component of the modern educational system administration

The article focuses upon the analysis of one of the modern ways of assessing and increasing the quality of education – the evaluation of education. It has become an inseparable part of educational systems of the USA and European countries. The history of its formation and development is given, its modern state is analyzed, the functions, principles and stages of evaluation are described. Evaluation is a multifold phenomenon that has many types. Some of them are described in the article. Special attention is given to school evaluation which is one of its widely spread types. The analyses of the given information enabled to single out and summarize the most important features of evaluation that are represented at the end of the article.

Key words: *evaluation, education, assessment, evaluator.*

The beginning of the 21st century in Russia is characterized by increasing the relevance of the education quality problems, intense seeking ways to improve the entire educational system. Modern reform, cutting all levels of the education system and involving the in-depth analysis of trends in the quality of education, is focused on its improvement. The desire to bring the quality of national education to the international standards level logically entails attracting foreign experience to evaluate and improve. In Europe and the United States a key activity in this area for decades has been evaluation of education leading the processes of analysis and assessment of the quality of education to new heights.

For the first time the term evaluation appeared abroad in the late 1960s and early 1970s in the social sciences to identify evaluation pilot activities based on the study and analysis of empirical data [5]. Evaluation theory is multidisciplinary, since its formation was held at the intersection of pedagogy, psychology, management, economics, mathematics and other sciences. Evaluation is widely used in the arsenal of tool methods of these sciences: dispersion, factor analysis, interviewing and questionnaire design, testing, involving cost models and quantitative methods of analysis of the socio-economic facilities, reliance on the education quality standards and more.

In the modern world evaluation is a component of many sciences; it is widely used in education, medicine, and politics. For the Russian education system, the term «evaluation» is a neologism, for many people involved in education in general and its management in particular this phenomenon is not familiar, at best they con-



sider evaluation as a synonym for the assessment of the quality of education, since such an interpretation is easy to make by translating the term from foreign languages into Russian. For comparison: in English «evaluation» means «assessment valuation»; identical meaning *évaluation* and *evaluación* have in French and Spanish, respectively. The term «evaluation» (and its equivalents in other languages) derived from the Latin word «valor», which is translated as «cost, value, and set», signifying evaluation, extracting value from anything. However, the notion of «evaluation» and assessment in modern pedagogical science are not synonymous. Under evaluation we mean the process of obtaining information (provided usually in the form of measurable parameters) on the level of knowledge, skills, attitudes, and beliefs [7]. This is a collection of measurements aimed at establishing a set of characteristics peculiar to the individual or group of individuals [10] as you see, evaluation is not limited to valuation and involves more than that, and assessment serves as one of its components.

During its existence the notion of evaluation has been reconsidered, it has grown. At the time of its appearance in social sciences evaluation was seen as a systematic valuation of importance, value, value of an object or person on the basis of certain criteria and standards.

Some time later attempts have been made to define evaluation in education as the «process of making judgments about the value and effectiveness of educational objectives, processes and outcomes; the relations between them; expenditures for them, their planning and implementation» [Cited by: 15, p. 9]. Unlike the previous definition, here the boundaries of the evaluation object have been expanding (objectives, processes, results). Moreover, the object is considered as an integrated component and only in conjunction with its history (costs, planning, realization). Key concepts of other definitions of evaluation also remain systematic measurement, entity, importance, and significance, however, essential complement is a reference to the need for methods of scientific analysis and encourage the greatest possible objectivity [15].

So far, there is the most appropriate and fully considered treatment of evaluation in education as integrative features that includes the entire spectrum of theoretical-methodological and practical work for the systematic study of quality of results and process education, analyzed on the basis of a common methodology, combining qualitative and quantitative methods in order to track the status and dynamics of change assessments on set of quality indicators that reflect the influence of factors, including those outside the influence of the education system [3]. During its existence for the past 50 years, the development of the theory of evaluation has gone through a number of educational paradigms, issued in one of two theoretical positions, was presented in 1972 at the first Conference on evaluation, held at Cambridge University. The first position, known as «traditional», agrarian-botanical (Agricultural-Botany) and rising to the traditions of testing in experimental psychology, based on the schema «planning – implementation – control» [5, p. 122]. The objective of an evaluator was



to obtain quantifiable information on the basis of which analysis of objectives, ways of their realization and its outcome was carried out. The traditional position did not meet the demands of evaluation customers and other interested people [8].

The traditional position was opposed by explaining (illuminative), or socio-anthropological (Social-Anthropology) evaluation. Evaluation within this tradition was aimed at the educational context analysis widely, not only targets, being focused more on the description and interpretation of phenomena than on measuring and forecasting. With those of the authors of this approach, the main objectives were to:

- evaluation analysis of a set of conditions, related innovation educational program (its purpose, process implementation, impact on the school environment);
- exploring its strengths and weaknesses and the impact on cognitive activities and academic achievements of students;
- identification and description emerging as the other related and relevant processes [8].

Explaining evaluation allocated and studied two baseline: the educational system (Instructional System) and learning environment (Learning Milieu), incorporating the socio-psychological and material aspects [8]. Methodological basis of instructional approach was methods of humanitarian studies, of which the most often used are observation and interviews, analysis of documents and historical data. Depending on the goals of evaluation questioning and testing were used, but information obtained as a result of that research was not a priority. It should be noted that in practical terms, the boundary between the two positions were flexible and encountered a few later paradigms based on combined these positions [10, 12].

In the context of the task paradigm (objective-based) evaluation was seen as a process of determining steps to achieve educational goals and objectives. This approach was largely an academic tradition. It was easy to implement, but it did not take into account unintended consequences of educational process and the individual characteristics of students.

Focus was based on the paradigm of decisions (decision-based), on decisions taken during the educational process, and improvements that could be done. This type of evaluation was convenient for implementation through multi-leveled programs, however, it has been difficult and costly to implement.

In the context of value-oriented paradigm (value-based) evaluators considered not only targets, but also whether or not it was worth to implement. In this direction forming and the resulting types of evaluation were widely used, evaluators analyzed the main impact, reach and consequences of the programme. This paradigm has recognized the importance of analyzing the unintended outcomes and characteristics of student's perception and learning.

Evaluation in the naturalist paradigm focused on the challenges and issues that were important to evaluate. Here we have found widespread use of qualitative methods for obtaining information, such as observation, interviews, journaling. To date, evaluation of education abroad is conducted within the framework of the constructiv-



ist paradigm. This paradigm is based on three bases: ontological; epistemological «historical study of the theory of teaching of measurements is a certain degree of probability of measurement methods and their reliability and validity, use in various fields of social sciences, determining the difference between real and de facto application of new methods of measurements» [4], and a methodology that defines the schema of learning in the Humanities as a procedure – technology – study – act [4].

Evaluation frequently has two general aims, which sometimes contradict each other. External management of objectives is to identify quality and degree of implementation of the State standard of education, comparative analysis of educational establishments, determining the appropriateness of expenditure and resources [5].

Internal pedagogical objectives are expressed in an effort to conduct a systematic analysis of the quality of educational process, raising the level of self-reflection, methodical preparation of teachers. Within evaluation purposes should be based on four fundamental qualities. These qualities are standards corresponding to evaluation, any evaluation study. These standards were developed by the Joint Committee on standards for educational evaluation in the United States (Joint Committee on Standards for Educational Evaluation), but they are universal and are applied in many countries with strong evaluation culture. Standards constitute a detailed description of features, characteristics, properties required of evaluators and their study [15].

Standards for usefulness, or effectiveness (Utility Standards) represent evaluation focus on clearly defined expectations and information needs of intended users. In this group of standards it is emphasized that a high degree of credibility and recognition of the results of the evaluation is based on methodical and professional competence of evaluators. Evaluation and its results should be available to participants and those interested in evaluation.

Affordability standards (implementation – Feasibility Standards) imply a realistic evaluation, its wisdom, diplomacy, and economical planning and execution involving adequate methods for collecting information and consent of evaluation participants and other people involved. Standards of correctness (Propriety Standards) are designed to provide a respectful, honest approach to all who are involved in evaluation, especially to its respondents – «evaluandum» [14], which can be achieved by compliance with legal and ethical standards for the protection of personal integrity, dignity and rights. The last group are standards of accuracy (Accuracy Standards). Compliance with these standards ensures collection and obtaining of reliable, adequate data on the subjects of evaluation and its tasks. Of particular importance in this group of standards are scientific criteria of the quantitative and qualitative social research. Standards of accuracy are also an adequate systematic analysis of the incoming information and valid conclusions of evaluation.

Thus, the above mentioned standards are a set of principles to be followed without exception by those conducting the evaluation. Key principles are: systematic study; high level of competence not only professional but also socio-cultural, because during the evaluators have to interact with people from different backgrounds; directness and



honesty in dealings with persons interested in evaluation and in the study; respect of the respondent's right to privacy, their self-esteem, as well as religious, cultural, ethnic and other opinions; responsible for the general well-being. Evaluation in education with complicated integrated study is multidimensional. The analysis of literature shows that [5, 14] the most important functions of evaluation are: 1) management feature that enables the optimization of managing not only a school, but also the entire education system; 2) the function of certification and accreditation (or control), showing the extent to which characteristics of the object of evaluation meets the norms and standards; 3) function of stimulation. In other words, evaluation gives boost to innovation in education at both the macro and micro levels to improve the educational process. This feature is especially bright in forming evaluation, which will be considered later; 4) function that justifies costs, shows the effectiveness and appropriateness of expenditure allocated to education tools and resources; 5) function of a representative (or accountability), implies openness of evaluation results. According to this function, the school must provide information on its functioning to external parties. This feature facilitates the openness of schools and the educational system in general.

Foreign researchers underlined 5 evaluation principal objects belonging to the degrees of aggregation in educational systems: 1) the national education system; 2) educational programmes or projects; 3) schools; 4) teacher or teachers; 5) pupils or students [14]. This division was conditional, because, for example, along with the first object – national (Federal) education system – you can also highlight regional, municipal systems.

Depending on the object of evaluation, its subject matter may make the results of activity of participants of the educational process; cost/benefit ratios and achievements; the success of innovative development; satisfaction of consumers educational services; effectiveness of social partnership with other institutions and many other aspects [5]. In each evaluandum three parameter whose relationship form the basic system model of evaluation, the schematic can be represented as follows: educational milieu – input data – procedure (school level, class level) – short-term results – long-term results.

This logical model is not static, as it is the educational process as manufacturing operation where educational inputs eventually are transformed into educational results. Each type of evaluation of content submitted blocks will vary, but in most cases, research will focus on long-term outcomes associated with tasks of strategic management [3].

During realization of the above model it undergoes a series of stages [1, 3, 6, 9, 14]:

- 1) statement of evaluation purpose (or purposes). Defining objects, criteria and standards of evaluation, developing a plan to collect and analyze information. It should be noted that in many cases initially evaluation facilities, criteria and standards have not been fully defined, although their clear and unambiguous wording is crucial, as otherwise the results may be unreliable evaluation, since it is likely that they will describe the opposite phenomenon;



- 2) development of the methodology of the study, selection of quantitative and qualitative methods for obtaining information, development of mathematical models and valid assessment tools;
- 3) collecting empirical evidence;
- 4) process and analyze information;
- 5) interpreting evaluation data and using the results for management of decision-making to improve the quality of the educational process. Important aspects of the use of evaluation in practice are: confidence in evaluators; modes of transmission (messages) of recipients; particularly meaningful recipient characteristics (experience in evaluation, attitude, balance cost of evaluation and benefits); channels of communication, communication between evaluators and users. This stage is in the works of foreign researchers may be called conciliation. Promising, multipurpose and multidisciplinary evaluation leads to practical need for certain types. It should be noted that the views of evaluation theorists on the quantity and quality of its species diverge, however, an analysis, generic evaluation types, majority of researchers highlight forming/total evaluation and external/internal evaluation. The terms «forming (formative)» and «summary (summative)» evaluations were proposed by M. Scriven in 1967. Forming evaluation is defined as applied at the initial stage of implementing or piloting a program where assessment and analysis are the input and current data. The aim of this evaluation is to provide feedback to help improve the process of implementing the programme.
- 6) This evaluation was developed to help further implementation of the programme, to approve or change its basic directions of development, contribute to the effectiveness of teachers with various students. In the process of forming evaluation tests and tools for collecting qualitative data were widely used [6, 14, 15].

Main task of the final evaluation is to identify whether the programmes implemented given to it by its purpose. This type is designed to make strategic management decisions in education [3]. Special role here play qualitative, reliable and valid tools for collecting information, which have standardized tests. It must be emphasized that this type of evaluation, in contrast to generate models, cannot be applied during the programme period in order to change it, because you cannot identify the logical connection between the goals of the degree of their achievements. Thus, forming evaluation is the most complete implementation of the incentive function, and the final evaluation receives a function of accountability. Several researchers saw no need for another type of evaluation, which is an intermediate between forming and final evaluations.

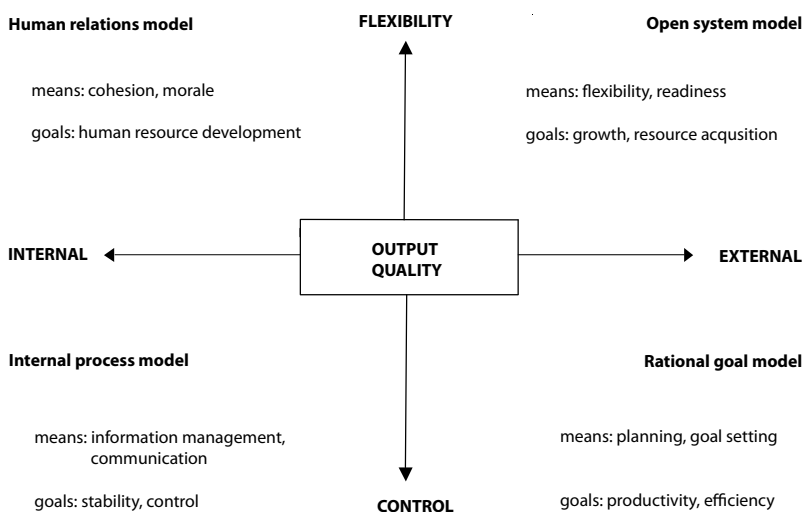
External evaluation is systematic research and assessment of school management by information system, a computer network with the database and software that allows to store, analyze and use data. The main disadvantage of such systems is their high cost. This evaluation is based on expert assessments and systematic study. The



following types of evaluation consists: research international commissions, composed of experts in the field of education from various countries, conducting the systematic study of the national system of education; school inspection or supervision; internal evaluation of school (or self-evaluation) that includes an assessment of the teaching staff. Initiator of such evaluation is the school itself, its administrative and teaching staff uses to identify discrepancies between real and the ideal state of school data from the other species of evaluation (in particular, based on the system test, systems of school management information), as well as conducting interviews of different groups of respondents about the same issue and comparing results, involving colleagues from other schools. The main weakness is the objectivity of self-evaluation.

If the matter with the rigorous methodological positions, the notion of «objective self-evaluation» is «a contradiction in terms» or apparent contradiction; school audit, which is now not widely spread; evaluation as components of the learning process. This form of evaluation refers to the process of daily informal evaluation of teacher students. Two recent type of evaluation – software evaluation and various forms of teaching/teacher evaluation – are not differentiated by the sources of analyzed information.

The school evaluation is always based on measuring the effectiveness of a school that also includes an assessment of the quality of educational services. Detection efficiency can be carried out in four models: a model of rationality; model of open systems; model of human interaction and the model of internal processes. [11] these four models are defined by two characteristics that can be expressed through the concept of flexibility-control and external-internal orientation. Typology of models you can be summarized as follows.





Rational management model does not specify exactly which educational objectives are the most important. Together with the articulation of knowledge and skills important recognized level of social, emotional and moral culture of students, the development of cognitive abilities. Model of human interaction focuses on the analysis of satisfaction among teachers. Criteria here may make respect for teachers by colleagues, administrators, parents of pupils; participation of teachers in making important decisions on the activities of educational institutions; realize their full educational, creative potential; availability of the necessary material and technical conditions of work; convergence of personal goals and objectives of educational establishments.

Open systems model stresses the importance of compliance of schools made upon it by consumers-students, parents, employers, community organizations, State. This consistency can be achieved by using parameters such as the ability to leadership (including business); cohesion; involvement of parents in the life of an educational institution. Scope of application of the model of internal processes and formalization of a structure of educational institutions. Here are the important factors such as accurate school documentation; clear rules of discipline; continuity of personnel; integrated curriculum (continuity between stages of training) [11]. The above indicators of effectiveness for each model are not static. More detailed analysis of models allows identification of a number of other equally important indicators, which can be reviewed the effectiveness of an educational institution. So, analyzing the data presented above on evaluation, the following conclusions can be drawn about its main features: 1) multi-functional and multi-disciplinary evaluation where quality education is not the only priority; 2) reliance on quantitative and qualitative tools of science; 3) breeding research far beyond the immediate target object; 4) a critique even those factors which are outside the educational system; 5) seeking maximum objectivity study and its results; 6) evaluators' regulation of ethical and moral principles and norms; 7) that the interests of all involved in evaluation of persons and parties; 8) use of evaluation not for the sake of taking sanctions against certain individuals, but solely to improve the quality of the educational or pedagogical activities; 9) analysis of the effectiveness of the school within four basic models, each of which is a separate aspect of the functioning and summary data on which provides complete information about the work of educational institutions. Obviously the formation of evaluation in education today is an inevitable consequence of global processes, covering all areas of social life. A prerequisite for the success and effectiveness of evaluation is it the teacher, which is important to remember that the task is not evaluator in the control, inspection or assessment of its activities, and is using it and support. Evaluation results are advisory in nature, its process always involves dialogue among stakeholders, and key in evaluation is the installation of the support and enhancement.

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**Astapenko E.V.**

Auto-psychological competence as a subjective-acmeological determinant of efficiency of professional work of the manager

In the article it is considered the complex model of auto-psychological competence of managers of different degree of efficiency. There are presented the results of empirical research, manifestations of auto-psychological competence in determination of efficiency of professional work of managers. There are given psychological portraits of managers showing different degree of efficiency.

Key words: *auto-psychological competence, acmeological factors, career growth, model of auto-psychological competence, efficiency, subject of activity, professional work.*

Development of modern society regards as of paramount importance of research of problems of subjective acmeological determinants, ensuring success of the subject in various spheres of his life. Today more and more interest causes studying of resource possibilities of personality and barriers of personal and professional, and also psychological-acmeological factors of achievement of professional and personal acme. Within the system of psychological-acmeological factors, native and foreign psychologists (A.A. Derkach, T.V. Egorova, L.A. Stepnova, Patricia A. Alexander, Murpfi P. Karen) give a special role to a phenomenon of auto-psychological competence as to a system of characteristics of the subject providing high level of self-initiation, self-organizing, self-creativity and self-development. Modern world tendencies in development of psychological researches differ by expressiveness of interest to questions of auto-psychological competence: the contents, condition, mechanisms of formation, role in organization of life activity of the person. Last decades in native science there has increased the quantity of psychological-acmeological researches of professional and auto-psychological competence of the subject (O.S. Anisimov, O.I. Zhdanov, V.G. Zazykin, V.B. Narushak, E.V. Saiko, M.F. Sekach, U.V. Sinyagin). Auto-psychological competence acts as one of the main psychological factors of actualization of professional and personal potential of the subject that allows to use in the optimum way resources for productive decision of professional problems in various on a degree of complexity problems of personal being of the person. Now it is observed social and subjective demand of such psychological qualities as «autonomy», «independence», «responsibility» that is defined by features of development of society and reflects specificity of formation of new generation of the heads, capable to organize life activity as a whole in the optimum way (V.S. Agapov, V.I. Andreev, A.A. Derkach, R.L. Krichevsky, E.A. Mogilyovkin).



Activity of managers is significant for development of the basic business processes of organization not only from the point of view of control and coordination, but also in a context of management of questions of personnel selection, development of corporate culture, loyalty of employees in relation to the company, readiness to self-development and transformations. Efficiency in activity of managers is defined by readiness for achievement of professional acme, aiming at success, developed auto-psychological abilities that allows in the optimum way to self-organize own work, to establish constructive mutual relations with people, to set and achieve an object.

Thus, **the purpose of our research** is to study influence auto-psychological competence as subjective-acmeological determinant on efficiency of professional work of managers.

The research object consists of 178 persons at the age 25–55 years – heads of average and top section of the building, consulting companies and banks, from them 54 women, 124 men.

The research techniques are: «16 PF – questionnaire» (R.B. Kettell), the test of research of a level of subjective control (LSC), the technique of research of self-relation of S.R. Panteleev, the projective technique «A nonexistent animal», the self-actualization test, an expert estimation with the developed author's criteria for the purpose of revealing of a level of efficiency in professional work, the technique «A photo of the working day» (PWD).

On the basis of the received results of the empirical research and statistical data processing, we can formulate following conclusions.

1. The conducted empirical research has shown influence of subjectively-acmeological determinants on efficiency of professional activity of managers of average section. That is shown in optimum use of personal resources, high self-appraisal, development of ability to self-actualization, integrativeness of a level of subjective control, efficient control over own time, self-efficiency, harmony of self-relation.
2. There are revealed signs of high level of development of the system subjectively-acmeological determinants: positive self-relation, developed subjective control, aspiration to values of the self-actualized person. Functions of auto-psychological competence of professional work of managers are concretized: development of self-efficiency, the efficient control over own time, adequate self-estimation of own activity and work of own department, forecasting of result of activity, self-affirmation, regulation of mutual relations and construction of self-programs of professional development.
3. It is presented the complex theoretical model of auto-psychological competence of managers. The structure auto-psychological competence includes: axiological, emotional, cognitive, regulator components. It is designated the auto-component of a profile of key competences of the head of average section: high self-control, self-trust and orientation on a result, emotional stability,



- positive relation to self, ability to appreciate the advantages, sensation of own importance, adequate self-appraisal, ability to purposeful considered actions, complete perception of the world, people, ability to self-organizing.
4. There are revealed distinctions of individual-personal qualities of managers with higher and lower level of efficiency of professional work. **Managers of high level of efficiency** in professional work possess high level of general internality with prevailing of self-control in the sphere of achievements, failures and productions. They are characterized by high analytical abilities and the developed ability to keep self-control in situations of mental pressure, perception of self as the worthy person whose inner world is rich and filled with personal senses, thus the inner «I» is a source of own activity; adequate self-estimation, absence of aggression. Alongside it is not enough expressed orientation on own needs and feelings, high level of readiness for active actions, optimism, sensitivity in relation to own feelings and needs, by orientation on result in achievement of objects, optimum way of organization of working process. In activity they pay sufficient attention to such processes as planning, information processing. Priorities remain: negotiating, control, organization and work with information. The psychological portrait of **not enough efficient managers** differs by such characteristics as lower level of control of succession of events in own life activity. It is peculiar to them lower internality, including in the sphere of productions, achievements. The tendency extends on all spheres of life activity of managers: family, interpersonal relations, health, high level of conflictness in relations with collaborators, high level of demands, insufficient steadiness, not always well-founded aspiration to lobbying of own ideas, doubt in own ability to cause admiration, approval from associates, difficulties of self-estimation as well-being effective individual. They are subject to feeling of dissatisfaction in own possibilities, disposition to experience feeling of weakness, doubt in respect from other people, faster feel weariness, show less working capacity. In behavior it is shown instability of emotional relations with employees; not constructive ways of influence in the form of claims, requirements, criticism; reproaches are more often shown. Orientation on approval of a higher management is expressed. In activity structure great extend is occupied with control of actions of subordinates and raised frequency of unplanned spontaneous actions.
 5. Results of the conducted research of the problem have allowed to develop the complex theoretical model of auto-psychological competence of the manager of average section which includes the following components: axiological, cognitive, emotional, regulator. Set of components reflects the contents of auto-psychological competence. The model presents functions, criteria of development, and also projections of this kind of competence of professional work of the manager and the system of acmeological support of the manager's professional development.



Research prospect is studying of interrelation of components of the system of subjectively-acmeological determinants, features of realization of strategies of coping-behavior of managers of average section as manifestation of auto-psychological competence; creation of complex programs of psychological-acmeological support and development of personality of the professional in the sphere of administrative activity.

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**Astafieva I.N.**

The maintenance of components and personal determinants of career, matrimonial plans and the plan of personal growth of students-graduates

Given article is devoted revealing of the maintenance of components and personal a determinant of the life plans presented by an independent parity of career, matrimonial plans and the plan of personal growth of students-graduates in connection with their sexual differentiation. Substantial distinctions in leading motives, the purposes and means of a motivation-organizational component of life plans of men and women, features of an emotionally-estimated component, distinctions in subjects of plans at men and at women, distinctions in the personal features causing autonomy of female and man's variants of life plans are considered.

Key words: *motivation-organizational, emotionally-estimated components of the life plan, the subject of the life plan, personal determinants of an independent parity of career, matrimonial plans, the plan of personal growth.*

The high school termination is a turning-point in life of the young man when it faces necessity of acceptance of important decisions concerning the further personal and professional life, construction of new system of relations and mastering by new kinds of activity. Young men already estimate the possibilities and abilities more adequately, at them the certain system of values and senses which is shown in a situation of designing of the personal and professional future is generated. In this connection the considerable part of researches devoted to life plans, is connected with consideration of a stage of the termination of educational institution [1–10]. Mainly life plans of students are studied from the point of view of their personal features [2–4, 7, 8], however, there are no the researches devoted to studying personal determinant of structure of life plans.

That fact is doubtless that the life plan can't be shown to one sphere of ability to live. Because ability to live of the person is presented at least by three basic significant spheres – activity, dialogue and personal, components of the life plan should be correlated with these spheres. Proceeding from it, we understand life plan as set of decisions of the person, its concerning long-term purposes and ways of their achievement in significant spheres of life: personal, career, family.

The structure of life plans is presented by interrelation of career, matrimonial plans and the plan of personal growth. Theoretically this interrelation can be defined as the purpose-means, a part-whole, the reason-consequence and autonomy. Empirical indicators of interrelation are value judgment of each of these parities on which expressiveness the structure of the life plan was defined have acted. In this connection we have empirically allocated the life plan with domination of purpose in career sphere (the career plan), with domination of purpose in family sphere (the matrimonial plan),



with domination of purpose in sphere of personal development (the plan of personal growth). At overwhelming number of respondents these kinds of plans are established, however in separate group plans which have been estimated by respondents as untied among themselves in the life plan were allocated. We have defined such life plan of students-graduates as autonomy plan, containing rather independent, existing and realized independently from each other career, matrimonial plans and the plan of personal growth.

We assume presence of influence of sexual differentiation on structure of life plans of students-graduates and, proceeding from it, in the given research we put forward the following hypothesis: the maintenance of components and personal determinants of the life plans presented by an independent parity of career, matrimonial plans and the plan of personal growth of students-graduates, will be caused by their sex.

Revealing of the maintenance of components and personal a determinant of the life plans presented by an independent parity of career, matrimonial plans and the plan of personal growth of students-graduates in connection with their sexual differentiation became an objective of this research.

Research objective achievement was carried out by means of following toolkit:

- 1) the questioning directed on revealing of a parity of career and matrimonial plans in structure of life plans (Dzhanerjan S.T., Astafieva I.N.);
- 2) psychological testing (a questionnaire of the self-relation of Stolin V.V. and Pantileev S.R.; a technique «the Scale of the general self-efficiency» of Shvartser P. and Erusalem M. (the Russian version); «the Scale of differential emotions of Izard K.; «a 16-factorial personal questionnaire» of Kettell R. (form C); a technique «the Free choice of values» of Fantalova E.B.; a questionnaire of Prygin G.S. «Autonomy-dependence»; a questionnaire «STOUN» of Gordeeva T.O., Osin E.N., Shevjahova V.J.; the test of Kun «Who I am?» (M. Kun, T. Makpartlend; T.V. Rumjantseva's updating);
- 3) a method of the content-analysis for processing of answers on open questions of the questionnaire and answers by a technique «Who I am?»;
- 4) methods of statistical data processing (plural linear regression analysis and definition of a normality of distribution of indicators (Kolmogorov-Smirnov's criterion); procedure of binomial distribution).

Reliability of the received results was provided with the general logic of construction of research; a variety and adequacy of applied techniques; use of statistical methods of data processing; a sample representativeness.

As object of research 44 students-graduates – 33 women and 11 men have acted.

Further we will consider the maintenance of components of life plans of men and women.

The motivation-organizational component is presented by motives, the purposes and means of plans. The general leading motive and men, and women is the aspiration to a comfortable standard of living. For men development of own abilities, for women – stability also are significant.



Hierarchy of the purposes of the career plan of men it was not possible to reveal owing to individuality indicators of these purposes, women are aimed at the device for reliable work, achievement of a recognition from colleagues, professional development and comfortable conditions of activity. In the matrimonial plan the general are the purposes connected with maintenance of comfortable conditions of residing in a family, desire to feel protected and with family creation, however expressiveness of these purposes at men above. For women it is in addition significant aim to become the ideal wife, mother. The general at men and women of the purpose of the plan of personal growth – development of own abilities, for men leaders are also achievement of comfortable living conditions, for women – achievement of confidence of tomorrow.

Indicators of the importance of means of the career plan of men are individualized, women for achievement of the purposes development of new professional skills and own professional competence are inclined to use. For achievement of the purposes of the matrimonial plan of the men use any means, women are inclined to operate, using social contacts and own authority on a family, mastering new family roles. For students-men and students- women the general on the importance means of achievement of the purposes of the plan of personal growth is the recognition from others, women are ready to use social contacts also.

Substantially emotionally-estimated component of life plans of men and women reveals as optimistical, however emotional experiences of women are more differentiated.

The subject of all kinds of plans and men, and women are they, except for career plans of men in which as the subject of plans they can act, other people and circumstances.

Further with the help regression the analysis the personal determinants strengthening autonomy of a parity of career, matrimonial plans and the plan of personal growth in life plans, and the personal determinants interfering autonomy have been established.

In a role personal a determinant, strengthening autonomy of a parity of career, matrimonial plans and the plan of personal growth in life plans of students-men, such personal features as optimism in situations of failures and in success situations, a practicality-pensiveness (factor M +), sensibleness have acted of own potential positive strong-willed characteristics. The personal determinants interfering established autonomy – sensibleness of own intellectual features, intersympathy, intelligence (factor B -), sensibleness of own communicative qualities, optimism in sphere of achievements. In other words, for students-men in which life plans the career plan and the family plan exist and are realized independently from each other, are characteristic positive perception of events both in success situations, and in situations of failures, a preoccupation own ideas, high degree of sensibleness men of own potential positive strong-willed characteristics.

The independent parity of career and matrimonial plans in life plans of students-women is caused by their such personal features strengthening structure, as optimism,



shyness – boldness (factor H +), sensibleness of potential intellectual possibilities, low self-checking – high self-checking (factor Q3 +). Such personal features of women as self-efficiency, sensibleness women of own physical characteristics, emotional instability – emotional stability (factor C -), isolation – sociability (factor A -) are interfere with the established autonomy. Differently, to the students-women dividing in the life plans career and life life, the positive perception of events of own life, propensity to risk, high degree of sensibleness women of own potential intellectual possibilities, purposefulness is peculiar.

Scientific novelty of research consists that life plans as an independent parity of career, matrimonial plans and the plan of personal growth of students-graduates for the first time are considered; personal determinants of an independent parity of various plans in connection with sexual differentiation of students-graduates are revealed.

Results of the conducted research can be used for individual psychological consultation, in professional orientation work, vocational training of experts-psychologists, in practice of optimization of educational process of students of HIGH SCHOOLS.

The conclusions confirming the put forward hypothesis.

1. The maintenance of components of career, matrimonial plans and the plan of personal growth at men and at women are various. For man's and female variants of career and matrimonial plans of distinction were showed, in width of a spectrum of the purposes, the plan of personal growth – in the maintenance of the purposes. For each career, matrimonial plans and the plan of personal growth of distinction between their man's and female variants were reflected in width of a spectrum and the maintenance of means of achievement of the purposes, in width emotional experiences in connection with planning.
2. Personal determinants of structure of the life plans presented by an independent parity of career and matrimonial plans, at students-men act positive perception of events both in success situations, and in situations of failures, a preoccupation as own ideas, high degree of sensibleness of own potential positive strong-willed characteristics. At students- women – positive perception of events of own life, propensity to risk, high degree of sensibleness of own potential intellectual possibilities, purposefulness.

Research prospects consist in studying of structure of life plans in which the family and personal development represent itself as the leading purposes which achievement is carried out by means of the purposes and means of the career plan.

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Volkova L.A.

The criminal situation in determination of minors' criminal behavior

In the article there are considered the questions concerning problems of definition of the criminal situation concept and its psychological estimation. It is revealed that an important and insufficiently studied question is correlation of situational and personal determinants of the criminal situation.

Key words: *situation, criminal situation, determination of criminal behavior.*

Studying and interpretation of essence of situations of perpetration is spent by scientists-criminalists during more than two last decades; these are developments of L.G. Vidonov, N.A. Selivanov, I.M. Luzgin, N.P. Yablokov, researches in the sphere of judicial situations – V.K. Gavlo, L.M. Lukyanov. The idea of creation of the theory of situations is stated and developed by T.S. Volchetskaya [4].

Psychological researches spent in Russia, in which frameworks it is studied interaction of personality and the situation, basically are connected with motivation problems in a sphere of criminal legal proceedings and investigation technique. It is caused by that true motives and purposes of activity, which studying is extremely important for efficiency increase of criminalist recommendations, remain now out of the sphere of scientific researches. Having analyzed available literature, we have come to the conclusion that features of understanding of legally relevant situations as conditions of the criminal conflict course should be considered from the point of view of a situation analysis level.

As one of such attempts they can name five levels of the situation analysis of D. Magnusson, who suggested to distinguish: stimulus – some objects or actions; episodes – especially significant events having cause and effect; situations – physical, time and psychological parameters defined by external conditions (perception and interpretation of situation gives significance to stimulus and episodes); surroundings – generalizing concept characterizing types of situations; environment – the whole complex of physical and social variables of external world [3].

T. Shibutani pays great attention to meaning and definition of the situation; he has shown that the situation definition occurs by means of giving of meaning to objective situation [14]. Thereby it becomes subjective. The person's behavior is caused not so much by external environment as by his interpretation of this environment.

Semantically the term «situation» designates the whole complex of conditions and circumstances which create either relations, conditions, position [1]. In applied aspect the situation, according to T.S. Volchetskaya, is environment estimated by the subject for decision-making on its optimum transformation [5]. From cognitive positions the situation is a condition of components making it at a given time. T.S. Volchetskaya has distinguished and analyzed a number of important properties of all situations. Among



the considered properties there are concreteness, that is existence in concrete-defined existential frameworks; repeatability.

«Rather impressive number of situations develops under the influence of various social factors, results from either relations of subjects. Besides existential characteristics of the situation, the special role among its other forming components belongs, certainly, to the subject who is capable to transform by his actions the given situation into qualitatively new one» [5, p. 134].

The important characteristic of the criminal situation is its dynamics. Thus, L.V. Frank, for example, believed that initially there is some «protosituation» in which frameworks the criminal and the victim enter interaction and act according to own image of this «protosituation» [13]. Proper criminal situation can be the result of such interaction. V.Y. Rybalskaya [12] adheres to the similar point of view. She considers the criminal situation as a process of conflict of interpersonal interaction of the criminal and the victim having a number of stages. The crime becomes the culmination of this process.

The «crimegenes situation», «criminal situation» concepts are rather widely used in criminology. In criminological sense the situation is delimited from characteristics of the offender's personality, on the one hand, and from his act, behavior in the given situation, on the other. By means of the situation category the role and place of legal facts in the mechanism of legal regulation is precisely defined. From these positions function of the legal facts consists in fixing of legally significant situation. Occurrence of a legal fact itself testifies to presence of the legally significant situation that in turn allows to use a typical program put in the norm of the right, that is «to start in action» all mechanism of legal regulation [5].

According to I.S. Abbasova and N.V. Kruchinina estimation of the criminal situation can be made by research of correlation of the legal fact and a social situation. As authors mark, by means of the legal fact they identify the social situation, precisely designate it and fix in legal regulation. Besides, the legal fact is an original signal of presence (or absence) of either social legally significant situation. And, at last, the legal fact delimits the legally significant social situation from similar adjacent ones [1].

Thus, criminal situations unite actions of the criminal at various stages: it is preparation for a crime, directly criminal activity, actions of the criminal and other persons on destruction or concealment of vestiges of a crime. Proper criminal situation appears from the moment of beginning of actions of the subject of crime and represents an individual, concrete combination of some qualities and parties of elements of criminal activity. It exists in the form of the whole complex of psychological, social, material and other conditions.

The concept of the criminal situation by this time has already strongly affirmed in criminalistics and gradually starts to influence the decision of variety of scientific and practical problems. And the criminal situation isn't crimegenes though in most cases it arises on its basis and follows it in genesis of criminal event. The criminal situation can be considered as one of components in combination of continuously changing situ-



ations. Initial components will be in this case a great number of replacing each other various combinations of life and social situations. Such situations are far from being directly connected with the criminal situation.

In psychology there is the tendency to consider criminal behavior as a result of active interaction of personality and a situation. Thus within the limits of criminal-psychological and victimological researches the criminal situation is considered as interpersonal interaction with its specific features and laws. As a necessary condition of existence and dynamics of the criminal situation there act interconditionality of actions of the criminal and the victim. Each of them, responding to «pressure» of the situation (that is to acts of another), himself (as the situational factor in relation to another) renders «pressure» on him [2, 6, 7, 11]. And the basic emphasis is made on studying of the victim's behavior. While influence of situational factors on behavior of the criminal is only postulated.

In our research we used the approach offered by O.Y. Mikhailova [9] who, in turn, was based on the hypothesis of V. Michel [15] about so-called «strong» and «weak» situations. According to V. Michel, individual distinctions have the greatest influence in weak situations (considerable variations of individual distinctions) and least influence in strong ones (insignificant variations of individual distinctions). In reactions to «strong» situations the great role is played by situational variables, rather than the personal; reactions to «weak» situations are rather various that means the great role of personal variables.

Having used this method, O.Y. Mikhailova has offered an integrated index of estimation of expressiveness of situational determination of sexual aggression, including three group of signs: the objective signs of situation independent of cooperating subjects (here there can concern also actions of other persons); activity of the subject in creation and situation reorganization; victimness of the victim's behavior, its role in creation and development of the criminal situation [9].

In our research we believed that features of the situation define not only the quantitative, but also qualitative correlation of personal and situational factors in determination of criminal behavior. Various on «force» and psychological contents criminal situations are connected with various complexes of personal characteristics of the minor criminals who have committed sexual crimes. The conducted researches have allowed to confirm our hypothesis.

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Gloushenko Y.O.

Strategy of experience of the internal conflict at students in primary professional self-determination

In article the short analysis of a problem of vital senses in a context of professional self-determination of the person is presented. Results of the research were the revealing of certain psychological distinctions in system of vital senses of students of different specialties.

Key words: *the internal conflict, vital sense, professional self-determination, communicative installation.*

The urgency of research of strategy of the internal conflict is caused first of all by understanding of that modern vocational training, should not only form highly professional experts, but also create all conditions for successful self-realization, personal growth and development of students [10].

In this connection domestic psychological approaches to semantic sphere of the pupil are especially interesting as to a basis of personal and spiritual formation of the person are presented in works in L.S. Vygotsky, A.N. Leontev, I.V. Abakumova, A.G. Asmolov, B.S. Brotus, F.E. Vasilyuk, V.E. Klochko, D.A. Leontiev, V.S. Slobodchikova, L.I. Feldstein.

As marks I.V. Abakumova, last decade in connection with change of scientific priorities in domestic psychology the theory of sense and sense-formation becomes the basic base psychological the theory, a methodological basis for applied branches of psychology which is developed according to achievements of a world science, there was an interpretation psychological theories of sense and formation of meaning in a context of educational process which allows to fill shortage of psychological and pedagogical researches in one of the most priority areas of a psychological science and offers the psychologist and the teacher theoretical and practical maintenance of the psychological-didactic mechanism of deducing of educational process on semantic level, having overcome traditionally existing alienation of knowledge from the person. Within the limits of the concept of sense and formation of meaning I.V. Abakumova is underlined by necessity of consideration of all modern concepts and psychology and pedagogical categories from this point of view their semantic «filling» [1].

Thus, the problem of studying of semantic sphere gets now complex character and represents important area of researches [6].

Considering also that in many theoretical approaches psychological conflicts, their character and the maintenance become a basis of explanatory models of the person, especially valuable there is an analysis of experience of the internal conflicts showing actual meaning of life orientation and value [5, 14].

Modern researches of the internal conflict within the limits of theories of sense and formation of meaning underline existence meaning of life strategy, damages



caused with the semantic barriers considered as internal contradictions of semantic sphere of the person [15].

So, in modern psychological theories semantic barriers are considered in I.V. Abakumovoj, V.I. Bakulina, S.J. Golovina, D.A. Leonteva, A.N. Suhovoj, N.R. Salihovoj's works [on 3].

L.B. Kuznetsova notices that, despite numerous theoretical and practical researches, the internal conflict at student's age (A. Abulhanova-Slavsky, L.I. Antsyferova, A.A. Verbitsky, E.F. Zeer, K.S. Kostkzh, O.V. Kuzmenkova, L.B. Kuznetsova, L.M. Mitin, A.V. Petrovsky, etc.), consideration of the given problem from the point of view of strategy of experience of internal contradictions, taking into account gender features, is insufficiently presented in works of modern researchers [7].

Thus, the priority of an all-around development of the future experts, including from the point of view of their personal development and psychological well-being, and also a lack theoretical and, especially, practical researches of strategy of experience of the internal conflict in initial self-determination at girls, has induced us to more detailed research of the given theme.

Research objective – revealing of strategy of experience of the internal conflict in primary professional self-determination at girls.

Object of research – strategy of experience of the internal conflict.

Object of research was experience of the internal conflict in primary self-determination at girls.

Research hypothesis: girls of different specialities use different strategy of experience of the internal conflict

Research methods. 1. The theoretical analysis of scientific sources on the given problem. 2. Empirical methods (a method of questioning and testing, experiment). 3. Statistical methods.

In research techniques have been used: 1) Level of a parity of «significance» and «availability» in various vital spheres E.B. Fantalova [13, p. 8], 2) a technique of diagnostics of communicative installation in V.V. Bojko [12, p. 679], 3) a technique D.A. Leontev limiting senses [8, p. 6], 4) the developed questionnaire-questionnaire directed on revealing of features of experience of the internal conflict. In the course of an experimental research in which 90 girls – students of the first course Novorossisk technical school of hairdresser's art have taken part, esthetics and the rights, Novorossisk socially-teacher training college, Novorossisk medical college, have been allocated two extreme strategy of experience of the internal conflict as semantic barrier which is connected with a disbalance of value and availability of the conventional values. It has appeared that at representatives of a speciality «Hairdresser's art» the appreciation of destructiveness for the person of experience of the internal conflict under the questionnaire developed by us is positively connected with value of self-trust (the most often meeting internal conflict at representatives of the given speciality). Thus, the the damage with experience of the internal conflict, both for their own person, and for the person of other people is above estimated, the it is more



importance for examinees of self-trust. At representatives of a speciality «the Foreign language – the teacher of the English language of initial and basic comprehensive school» sensibleness of experience of the internal conflict negative is interconnected with availability active, active life. So, the comprehension of the conflict occurring at present and more negation of experience of the internal conflict, the more well active, active life is less. Hence, it is possible to say that in the course of valuable experience of the internal conflict we had been found out two strategies of experience of the internal conflict in students of different specialities. The first strategy is inherent in girls – to the students trained on a speciality «Hairdresser's art» and is conditional it has been named strategy of "reevaluation" of destructiveness of the internal conflict. In our opinion, it is based on excessive perception of a situation of the internal conflict as destructive and shown in the high importance of clearing of internal contradictions at comprehension of inaccessibility of its permission. Similar strategy is shown in belief of examinees of the given group that the internal conflict inseparably linked with experience of destructive emotions for the person that it inevitably conducts to its crash. In such representation don't undertake in attention the conflict positive sides, stimulating influence of internal contradictions on development of the person of the person, system of its values and vital senses. And it, most likely, speaks about presence of negative attitude of the given group of students to the processes, undermining a coordination of their semantic system. As raises value for them self-trust as freedom from internal doubts and contradictions. In our opinion, the similar relation to conflict presence, i.e. mismatches between the importance and availability of value, can be characterized from the point of view of the concepts of a **barernosti-realizability** presented to the theories of types formation of meaning by N.R. Salihova as barrier type generation of meaning. The second strategy of experience of the internal conflict has been revealed at the girls trained on a speciality «the Foreign language – the teacher of the English language of initial and basic comprehensive school» and consists in negation of the presence of the internal conflict. Conditionally given strategy has been designated as strategy of «underestimation» of importance of the intrapersonal conflict for development of the person. The given strategy is based on negation of experience of the internal conflict. Similar negation under our data raises availability to the given group of examinees of active, active life. Thus, the given students thanks to negation of internal contradictions have an opportunity to conduct various, active, active life [11].

The correlation analysis by means of correlation factor has shown interrelation between value and availability of universal values and expressiveness of indexes of semantic categories, which according to the theory D.A. Leontev making different aspects of outlook of the person the limiting senses has shown that value of self-trust in the first group of examinees of girls – the students trained on a speciality «Hairdresser's art» is negatively connected with an index decentration, as tendencies to correlate the thoughts and actions with interests of other people. In turn, in the second group of the students receiving a speciality «the Foreign language – the teacher of English



language of initial and basic comprehensive school» return correlation between availability of active, active life and the negativity index, reflecting a tendency to use the protective forms of behavior shown in restriction of any activity, except the actions caused by necessity to leave from any other actions or experiences has been found out.

Considering features of communicative installation of students of the second group we have found out direct interrelation between degree of availability of financially secure life which as shows the given research at this group of examinees it is low and significant that causes the internal conflict in the given vital sphere and level of well-founded negativism and negative personal experience in dialogue with associates (a technique of «Diagnostics of communicative installation» V.V. Bojko). We will notice also that similar absence of negative communicative installations in relation to associates, is equivalent to the compliant, tolerant relation to a society as a whole. Hence, speaking about the senses underlying exaggerated value of self-trust of their strategy connected with type of overcoming of the internal conflict,

It is possible to speak about a tendency to an egocentrism of semantic sphere. We will notice also that value of self-trust is connected by direct correlation communication with such negative communicative installation as grumbling – propensity to do unreasonable generalizations of the negative facts in the field of mutual relations with partners and in supervision over the social validity. Thus, «reevaluation» strategy at experience of the internal conflict of students-hairdressers which is shown in the high importance of clearing of internal contradictions at comprehension of its inaccessibility is connected with features of outlook of students based on search of sources of senses mainly in the interests and requirements, and also with presence of negative installation in relation to associates and society as a whole. That confirms D.A. Leontiev's opinion about that «for people with a low index of this kind there are no another problems and interests, other relation to life, than their own ... them I act as the absolute semantic center of the world» [8, 10]. Despite it, they aren't inclined to state openly negative estimations and experiences concerning the majority of associates and have positive experience of dialogue with associates, with an inner circle, partners in joint activity. Strongly pronounced protective forms of the behavior, shown in restriction of any activity, except the actions caused by necessity to leave from any other actions or experiences and presence of the purpose in the future which give lives of students intelligence, an orientation and time prospect also aren't peculiar to them. Despite it, in our opinion, limitation of semantic sphere interests of their own person doesn't give to examinees exactly as many researchers describe this process: «Possibilities to fall outside the limits and to find sense behind area of the I» [on 16] as their vital purposes are closed on their own interests and requirements. Therefore reorganization of semantic system also is considered by them as crash of all system of senses as for them it is difficult to think of possibility of existence of other semantic systems, with other senses and hierar-



chiefs of values, and furthermore possibilities of positive reorganization of their own semantic system.

Coming back to the second group of students (a speciality «the Foreign language – the teacher of English language of initial and basic comprehensive school») and to consideration of the senses underlying given group peculiar to examine of high availability active lives caused by the features, strategy of experience of the internal conflict inherent in them, we have defined that small degree of expressiveness of the given senses reflects a tendency of aforementioned students not to use the protective forms of behavior shown in restriction of any activity, except the actions caused by necessity to leave from any other actions or experiences. Thus, strategy of «underestimation» of the internal conflict is connected with availability, realization of activity and activity of life which is connected with absence of the senses inducing formation of protective forms of behavior, shown in restriction of any activity, except the actions caused by necessity to leave from any other actions or experiences. Hence, the given world outlook installation, induces to the vigorous activity and is probably shown in low degree of negativism in relation to associates and as we consider, to a society even when it is proved. Thus, both groups of students with different strategy of overcoming of the valuable conflict have a number of similarities and distinctions in the communicative and world outlook installations.

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Zhizneva N.V.

Communicative competence of the teacher as the factor of personal development of the child with speech infringement

Communicative competence of the teacher is considered as the significant factor of personal development of the child with speech infringements. It is shown that modelling of the positive communicative environment renders фасилицирующее influence on development emotional and когнитивной spheres. The results of empirical research characterising features of influence of communicative competence of the teacher on development of the child with infringements of speech are resulted.

Key words: *communicative competence of the teacher, the communicative environment, the child with speech infringements, the personal development, the complicated dialogue, uneasiness factors, фрустрация requirements for success achievement, empathy, style of pedagogical dialogue.*

Communicative competence of the teacher of modern psychology is considered as the significant factor of development of the person of the child. Now one of the key moments in psychological researches is experimental studying of concrete directions of influence of competence of the adult on development and social adaptation of the child with the limited possibilities of health. It is caused, first of all, by that the percent of children with deviations in development constantly increases, and requirements to social adaptation of the child increase. According to the statistical data the CART over the last ten years the quantity of such children has increased by 32 %. From them only the number of children has increased by 13 % with speech infringements [1].

So the idea of creation of uniform educational space, integration of children with the limited possibilities of health in comprehensive schools for the purpose of them инклюзивного training and education consistently affirms as public consciousness.

As the comment specifying in gravity and the importance of a problem it is possible to give of a word of the doctor of psychological sciences So-called ShCherbakovoј: «In modern социореальности which is characterised энтропийностью, the discrepancy raised by complexity of communications and relations, the problem of transfer of cultural wealth, models of constructive interaction with the world, a world positive image in interaction space “the child – the adult” becomes aggravated. Communicative competence of the teacher as subject of professional work promotes the organisation of certain pedagogical interaction, фасилицирующего personal growth, mutual personal development of the teacher and the pupil» [2, p. 3].

Today the role of special educational institutions is essentially reconsidered, their orientation to development of social activity, trust to itself, confidence of the future of children having deviations in development is underlined. Communicative competence of the teacher is a condition of effective psychological support of development



of the child with infringements of speech of younger school age as its maintenance and expressiveness of indicators defines degree of comfort and safety of a situation of dialogue for the child, flexibility and adequacy of transformations of a situation of dialogue with the account of character of defect and specific features of pupils gives the chance вариативного reports of the educational information, allows to induce and correct communicative behaviour of the child.

Research of communicative competence of the teacher assumes studying of a complex of the parametres characterising style of pedagogical dialogue, a way of the organisation of the behaviour in dialogue situation, ability to supervise the behaviour in a situation of interaction, feature of behaviour in the conflict and an exit from it, readiness for pedagogical cooperation, feature of confidential system of relations, and as specificity of representations of children about the teacher, as the subject of pedagogical interaction.

High level of communicative competence promotes optimisation of development of younger schoolboys with speech infringements, low – produces risks. In the course of dialogue with the teacher of high level of communicative competence development of informative sphere is optimised, uneasiness level decreases, the self-estimation is stabilised, the motivation to dialogue, positive perception of and behaviour self-control raises.

The operational experience in a boarding school for children with heavy infringements of speech has shown that personal development of the child with a speech pathology is characterised by backwardness of properties of the subject of dialogue, activity and consciousness and inadequate activity corresponding to them in interaction with an environment. Subjectively these features of the person are endured by the child with speech infringements as a special image «!» and expressed in an inadequate self-estimation and a dissatisfaction. In emotional sphere it is often shown that the child is aggressive, unduly irritable, disobedient, whining, disturbing.

During performance of dissertational research by an empirical way it has been proved that level of communicative competence of the teacher really makes direct impact on indicators of personal development of the child with a speech pathology at the expense of modelling of the positive communicative environment. A special role such parametres of communicative competence as play ability of the teacher to empathy and style of pedagogical dialogue with pupils in the course of training.

The analysis of the empirical data in classes has shown, where teachers with the developed level of empathy work, at pupils low uneasiness under the following factors of uneasiness allocated in «Test of school uneasiness of Phillips» is observed: the general uneasiness at school; experience of social stress.

In 1-v class where at the teacher high level эмпатийных abilities (corresponds to a high level of development of communicative competence) is marked, low uneasiness at pupils on the named scales has been revealed: 77,8 % and 75 % accordingly. The raised uneasiness was observed at 22,2 % and 25 %. High level of uneasiness it has not been revealed. In 1«Г»a class the teacher also possesses the developed ability to



empathy; indicators of low uneasiness on scales of 80 % and 70 % accordingly. The raised uneasiness – at 20 % and 30 % uch – accordingly. High level of uneasiness it was not observed. In 1-a and 1-b classes teachers, according to the diagnostic data, have lower level of ability to empathy (that corresponds to an average level of development of communicative competence). Indicators of low uneasiness on the above-stated scales: 1-a – 70 % and 60 %; 1-b – on 66,7 % accordingly. The raised uneasiness: 1-a – at 30 % and 40 % uch-; 1-b – on 33,3 % accordingly. High level of uneasiness it was not observed.

Such indicators of uneasiness of the child depend on style of pedagogical dialogue at school as: a fear problem in relations with teachers, fear of a situation of examination, fear not to correspond expectations of associates, frustration requirements for success achievement.

By results of empirical research in 2-a class at the teacher democratic style of dialogue that corresponds to a high level of development of communicative competence prevails. Low uneasiness on scales a fear problem in relations with teachers and fear of a situation of examination of «the Test of school uneasiness of Phillips» is marked at 90,9 % and 72,7 % of pupils accordingly. The raised uneasiness: – at 9,1 % and 27,3 % uch – accordingly. High level of uneasiness it was not observed. On scales the fear not to correspond and frustration requirements for achievement of success at pupils 2-a class as is observed by expectations of associates low uneasiness: 81,8 % and 90,9 % accordingly. In 2-a class the teacher, according to diagnostics, prefers popusninel'skiy style of dialogue (corresponds to an average level of development of communicative competence). Low indicators of uneasiness on the allocated scales: 66,7 % and 55,6 % accordingly. Test the raised uneasiness of 38,3 % and 44,4 % of pupils accordingly. High level of uneasiness it was not observed. On scales fear not to correspond and frustration requirements for achievement of success at pupils 2 classes would be observed by expectations of associates low uneasiness on 77,8 % accordingly. At authoritative style of dialogue of the teacher with the pupils, corresponding to a low level of development of communicative competence, uneasiness indicators on the allocated four scales worsen. So, in 4-v class where by results of empirical research the teacher prefers authoritative style of dialogue, following indicators under the allocated factors of uneasiness «Test of school uneasiness of Filip'sa» are observed: a fear problem in relations with teachers: low level of uneasiness – at 55,6 %, the raised uneasiness – at 44,4 % of pupils; fear of a situation of examination: low level of uneasiness – at 55,6 %, the raised uneasiness – at 44,4 % of pupils; Fear not to correspond expectations of associates: low level of uneasiness – at 66,7 %, the raised uneasiness – at 33,3 % of pupils; frustration requirements for success achievement: low level of uneasiness – at 66,7 %, the raised uneasiness – at 22,2 % of pupils, high uneasiness – at 11,1 % of pupils.

As at authoritative style of dialogue indicators of level of emotional perception the child of in micro-society worsen. And the emotional perception the child in itself in micro-society, its relation with contemporaries and adults in many respects predetermines quality indicators of personal development. In 4-v class (authoritative style of



dialogue; corresponds to a low level of development of communicative competence) at 11,1 % of pupils low level of emotional perception of in micro society, while in 4-a (popusninel'skiy style of dialogue is marked; corresponds to an average level of development of communicative competence of the teacher) and in 4 (democratic style of dialogue; corresponds to a high level of development of communicative competence) low indicators of emotional perception by the child of in micro society it is not observed.

The resulted results of diagnostic researches visually confirm dependence between level сформированности communicative competence of the teacher and indicators of personal development of younger schoolboys with a speech pathology.

Thus, communicative competence allows the teacher not only to establish mutual understanding with the pupil, to organise the subject-subject interaction, to achieve positive effects of its personal development by modelling of the positive communicative environment, but also is the basic the link forming sense in difficult process of socialisation and adaptation of the child with a heavy speech pathology to conditions of a modern reality. Only in this case the child with problems in development can overcome emotional barriers to dialogue and to become the high-grade citizen with the self-respect, grown on mutual understanding and support of adults.

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Kaneeva I.A.

Didactic foundations of formation of value-sense attitudes of schoolboys in the system of additional ecological education

In the article there are presented stages of formation of value-sense attitudes of schoolboys in the system of additional ecological education.

Key words: *ecology, value-sense attitude, nature protection activity.*

Ecological education in the modern psychological-pedagogical literature is considered as the major priority of activity of modern society (D.V. Vladishevsky, S.D. Deryabo, I.G. Suravegina, etc.). It should be directed on formation of the ecologically focused value-sense attitudes of schoolboys.

Necessity of creation of new, innovative system of ecological education is proved by a number of modern scientists (S.D. Deryabo, I.D. Zverev, R.S. Nemov, D.L. Teplov, D. Hassard, etc.); however there is a deficiency of scientific-methodical elaborations on this problem (both within the limits of the general education, and within the limits of the system of additional education of schoolboys).

We should consider main approaches to definition of the concepts «Attitude» and «Attitude in educational process». Attitude is defined as a psychological condition of the subject's predisposition to certain activity in a certain situation [3]. Attitude causes readiness for fulfillment of certain action.

Value-sense attitude expresses the person's relation to those objects which have personal sense that is shown in his activity.

Unlike the target and operational attitudes, changing during education under influence of speech influences, instructions, change of value-sense attitudes is always caused by change of the subject's activity [1, 2, 4].

Value-sense attitude in ecological education can be defined as fixed in the person's experience predisposition to perceive and estimate ecological conditions through the ecologically focused practical activities, and also as readiness of the person for certain actions focused on decision of ecological problems.

Value-sense attitude is actualized by a motive of ecologically focused activity and represents the form of expression of personal sense in the form of readiness for fulfillment of definitely directed ecologically focused activity.

Value-sense attitude in the system of additional ecological education can be developed being based on following algorithm: from the analysis of a real ecological problem, through correction of behavior taking into account motives and primary attitudes of schoolboys to decision-making and formation of the ecologically-focused attitudes of behavior expressed in a concrete nature protection activity of pupils.

Development of value-sense attitudes of schoolboys in the system of additional ecological education can be realized by: changes of value-sense sphere of the school-



boy; carrying out of regular classes on specially developed program; use of a complex of modern educational technologies for creation of the ecologically-focused educational environment; training of schoolboys in effective strategies of interaction with people and with environment.

The research purpose is to study stages of formation of value-sense attitudes of schoolboys in the system of additional ecological education.

The system of ecological education has been developed on the basis of the program «City of our dream» of the city ecological League of the Palace of creativity of children and youth and approved by the author on the basis of the association «My city» of the Palace of creativity of children and youth of Rostov-on-Don and on the basis of ecological center MEE SS # 86 during seven years.

Great place in organization of work of the system of ecological education is occupied by the practice focused ecological and nature protection actions and projects: subbotniks, ecological projects, actions for environment protection, competitions, sociological inquiries, ecological evenings, talk-show, KVN, ecological quizzes, exhibitions of drawings, posters, hand-made articles from natural materials, etc.

Experimental group in our research was formed of pupils of the ecological center MEE SS № 86 and of the association «My city» of the Palace of creativity of children and youth of Rostov-on-Don. In the research there have taken part 251 persons, 37 % boys and 63 % girls, at the age of 14–17 years. In the experimental group work was spent in frameworks of the system of ecological education developed by us, during three years (two times a week for 2 hours per the first year of education and two times a week for 3 hours per the second and third year of education).

By the results of the spent questioning, which was spent before and after the experiment, it is possible to notice that among the most part of children (merely 89 %) before forming experiment there prevailed value-sense attitudes of anthropocentric character. After realization of the system of ecological formation, 73 % of pupils of the experimental group chose answers which assumed presence of value-sense attitudes of ecocentric character among schoolboys (fig. 1).

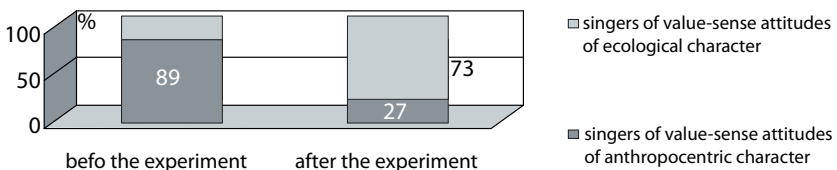


Fig. 1. Correlation of indexes of development of value-sense attitudes of anthropocentric and ecological character before and after the experiment

The attitude of ecologically focused nature protection activity is formed if the pupil:
– periodically joins in the corresponding ecologically focused practical activity;



- receives information of ecological contents from various sources (books, words of the teacher, mass media, film- and photo documentary, Internet, etc.);
- joins in prestigious, significant activity for him group (ecological association) in which there are used various mechanisms for formation of ecologically focused attitudes (co-optation).

Thus, value-sense attitude of schoolboys in the system of additional ecological education is fixed in personality's experience predisposition to perceive and estimate ecological conditions through ecologically focused practical activities. Its development assumes readiness of the schoolboy for certain actions focused on decision of ecological problems, namely: participation in ecological actions, carrying out of ecological subbotniks, realization of design activity of ecological character, etc.

Creation of ecologically focused environment in the additional education system allows to: project individual trajectories of development of value-sense attitudes of schoolboys, to realize mechanisms of deducing of practical nature protection activity on the level of personal senses of pupils through realization of ecological projects, competitions, ecological-psychological training.

Realization of the system of ecologically focused education constructed on the basis of module-rating system of education with use of the complex of modern educational technologies of developing type allows to generate steady value-sense attitudes of teenagers to classes of ecological orientation in the system of additional education and promotes development of ecological consciousness, ecological erudition and ecological competences of modern schoolboys.

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Kulintseva J.S.

Empirical research of aspirations to leading among students of the higher educational institution

The article represents results of the empirical research, based upon the theoretical analysis of the leader's personality features and student's personality. Factors, which were revealed after computing the data, let divide leadership aspirations into three content groups: active aspirations to leadership, potentially-active aspirations to leadership, passive aspirations leadership. Using the contents of the distinguished factors, the author created the psychological portraits of students with different types of aspirations to leadership.

Key words: student personality, leader's personal features, type of leadership aspirations.

Leading qualities are one of the main characteristics of personality of a modern person. Personal qualities of the leader, laid at children during the school period of life, can and should receive impulses for further formation at subsequent life steps. Especially it is actual for its period designated as student's age.

In works of the psychologists who are engaged in studying of the student's personality (B.G. Ananyev, L.I. Bozhovich, I.A. Zimnyaya, V.S. Mukhina, E.F. Ribalko, E.E. Sapogova, V.I. Slobodchikov, D.I. Feldstein, R.I. Tsvetkova, E. Ericson, etc.) it is shown that peculiar to this age is comprehension by the subject of activity and the carrier of certain social values, socially useful personality, strengthening of conscious motives of behavior makes the student's period of human life the most sensitive for development of his initiative, creative inclinations, including needs for success achievement, increase of personal efficiency.

Studying of scientific works in the leadership sphere, in particular, personal features of leaders in certain sphere of professional work (E.V. Evtikhov, K.-G. Rakhmatulina, P.U. Seminukhin, etc.), has shown the perspectivity of research of aspirations to leading as a form of personal aiming on achievement of good results in certain sphere of social interaction as psychological precondition of its success.

With a view to reveal the features of aspirations to leading among students of the higher educational institution we have conducted a psychodiagnostic research. In the empirical part of the research we checked the hypothesis that tendency on leadership as a difficult psychological phenomenon includes some components. Domination of each of components of aspirations to leading can form a basis for construction of typology of students on condition of their aspirations to leading.

First- and second-year students of SGF SRSUEC at the age of 18–21 years in total of 240 persons were the object of the research.

Studying of aspirations to leading of students of the higher educational institution in our research was spent in unity of revealing of features of three components



forming them: value-sense, motivational and behavioural. For studying of the value-sense component of aspirations to leading of students there has been used the interrogatory method with use of the author's technique «Value senses of leadership». Within the limits of this questionnaire it was offered to students from ten groups, including 9 statements, to choose those which more correspond to their understanding of substantial essence of leadership. By its results it is established that in the general experimental sample of students there were presented all distinguished value groups of leadership self-realization – 42 (16,2 %), status growth – 39 (15,0 %), communication – 38 (14,6 %), power – 36 (13,8 %), hedonism – 32 (12,3 %), knowledge – 25 (9,6 %), existential – 16 (6,2 %), family well-being – 14 (5,4 %), altruism – 8 (3,1 %).

By the results of the psychodiagnostic inquiry of examinees-students there have been studied features of: motives of self-actualization (SAMOAL); success achievement (the questionnaire of motivation of achievement of A. Megrabyan); fear of rejection and aspiration to acceptance (the questionnaire of affiliation motivation of A. Megrabyan); aspiration to rivalry, aspiration to social prestige, orientation on life-support, orientation on comfort, orientation on social status, orientation on communication, orientation on general activity, orientation on creative activity, orientation on social utility (the technique of E.V. Milman); personality's orientations on work, personality's orientation on freedom, personality's orientation on power and personality's orientation on money (the technique of O.F. Potemkina). Being based on the presented results, it is possible to draw a conclusion according to which students are rather poly-motivated. As the most significant for them there are motives of achievement – social prestige, success, activity, self-actualization etc. Not enough significant for students in our case there were the motives connected with finding of universal values (freedom, work, comfort) or arising in space of interpersonal interaction (rivalry, rejection).

The following step of the empirical phase of the research was studying of the behavioural component of aspirations to leading of students. With a view to realize this there were used the methods of expert estimation and self-appraisal of students.

Results of distribution of students on three levels of aspirations to leading in four spheres of life activity (educational, sports, labor, leisure) allow to note the following facts: in the structure of aspirations to leading of students there are most shown claims on leadership; the most numerous group is formed by students with high leading claims in leisure activity; real leadership was the least showed in the structure of aspirations to leading of students; the least number of real leaders was found out in the sphere of labor activity.

The most generated in the structure of aspirations to leading of students is their passive component, the least – active component. It specifies that students would like to realize their aspirations to leading, but in practice realization of these aspirations is low enough. Rather low is also a level of readiness to realization of aspirations to leading established among them. On the whole, it is possible to speak about presence in the sample of discrepancy of levels of formativeness of three making behavioural components of aspirations to leading of students: level of claims – readiness level –



level of real leader activity.

Procedure of the factorial analysis has been applied to reveal internal interrelations between components of aspirations to leading of students. By its results it has been distinguished three factors, explaining 72,45 % of all received dispersion. The distinguished factors have allowed to divide aspirations to leading into three sense groups: active aspirations to leading, potentially-active aspirations to leading and passive aspirations leading. Being based on the contents of the distinguished factors, we have made the psychological portraits of students with different types of aspirations to leading.

Students with active aspirations to leading are characterized by the expressed activity in different or single (educational, sports, scientific, leisure etc.), but bright sphere of activity. They easily involve after themselves other students for participation in different public actions. They have wide range of communication. In interpersonal or group communication they are capable to convince others, to defend own point of view. They possess wide cognitive interests. At tasks' decision they show non-standard thinking, creativity. Working in group they take responsibility for its performance easily. They adequately are capable to distribute duties in group. They aspire to surpass others in efficiency of performance of different kinds of activity. They are focused on success, on achievement of social recognition. They are independent. They possess persistence in purpose achievement.

Students with potentially-active aspirations to leading possess the developed communicative abilities. They convincingly are capable to state own point of view. They have suggestive abilities. They are capable to understand difficulties of associates and to render them the necessary help. They have clear enough orientations on the future through realization of the status growth. Students of this group are aimed at construction of professional career. For this they are ready to make necessary efforts, to work hard and responsibly, to reach conformity to necessary requirements. Family and household well-being possesses a considerable priority for students of this group. At life activity organization social utility is without fail considered.

Students with passive aspirations to leading at planning and realization of any activity are focused, first of all, on a principle of individual pleasure understood widely enough. There is no clear vision and, especially, planning of forthcoming life activity. The future activity in representations of students of this group is amorphous enough, there is no uniform idea forcing them to move ahead. The main vital orientation is presence of money, allowing to provide due comfort. Students of this group appreciate power status of the leader as means of achievement of this orientation. They suppose leadership possibility if it is necessary to satisfy own claims.

Comparison of the type of aspiration to leading established by means of the expert estimation with the social status of each student revealed by results of sociometrics has allowed to reveal that active aspirations to leading are formed among all leaders (21 persons, i.e. 100 % of all «absolute» leaders) and among smaller part of «ordinary» students (tab. 1).



Table 1

Distribution of students with different sociometric status on types of aspirations to leading

Sociometrical status	Type of aspirations to leading			Total
	1	2	3	
Leader	21	0	0	21
Ordinary person	50	97	60	207
Outsider	0	3	29	32
Total	71	100	89	260

Designations of types of aspirations to leading: 1 – active aspirations to leading; 2 – potentially active aspirations to leading; 3 – passive aspirations to leading.

Considerable enough number of «ordinary» students with active aspirations to leading can be explained by that, for analysis simplification to leaders there we related only «absolute» leaders. At the same time «ordinary» students can be leaders in any kind of activity – either in sports, or in a company of friends etc. For us it is significant that among real leaders 100 % were showed active aspirations to leading, and among a great part of outsiders (among 29 persons, i.e. 90,6 % of the subsample of outsiders) there were found out passive aspirations to leading.

Thus, aspirations to leading can act as a parameter of differentiation of students on persons with active, potentially-active and passive aspirations to leading defining domination of certain personal and behavioural characteristics.

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Pismenova A.A.

Monetary behavior of subjects with a conflict-free value-semantic attitudes toward money

In article tsennostno-semantic relations of the person to money are defined, types frictionless and components (motivational, когнитивный, emotional, конативный) tsennostno-semantic relations to money are considered. Definition of monetary behavior, its kinds (expenditure, accumulation and reception of money) is made. Characteristics of monetary behavior are offered: spatial, time, impulsiveness/rationality. Results of empirical research of features of monetary behavior of respondents with the frictionless tsennostno-semantic relation to money are resulted.

Key words: conflict-free value-sense attitudes toward money, monetary behavior, the types and characteristics of monetary behavior.

The purpose of this study – the study of monetary behavior of respondents with different types of conflict-free value-semantic attitudes toward money.

When conflict value-semantic to the identity of the money we can speak about the presence of two of its subspecies. In the first case against a leading low-conscious life-motive «Money» last treated the subject as the lowest available means to satisfy the lower and higher needs (motivational and cognitive components), accompanied by the experience of positive emotions to the money (emotional component). In the second case against the background of awareness of life secondary motive «Money» last treated the subject as a means of satisfying lower needs (cognitive and motivational component), accompanied by the experience of positive emotions to the money (emotional component).

Monetary behavior we define as connotative component of value-semantic relationship of personality to the money, which is manifested in the set of actions with the money or the potential availability to these actions.

Methods of research were: test (Test of humorous phrases A.G. Shmelev and V. Babin (in the projective and declared versions), the questionnaire for the study of attitudes towards money Semenova M., Test Strategies for financial conduct Arefieva T.YU., «The scale of differential emotions» Izarda K., the author's questionnaire for the study of values and semantic relationships to money and monetary behavior (Dzhaneryan S.T., Pismenova A.A.)), a content analysis of open questions of the questionnaire, the method kvartilirovaniya; methods nonparametric statistics (the criteria for Friedman, Wilcoxon, Spearman's rank correlation coefficient).

The study participated 137 respondents (86 men and 51 women) aged 20 to 77 years. The sample consisted of respondents with higher education, members of the Southern Regional Cadastre Centre (SRCC), Krasny Kotelshik and employees of OAO EM'ALYANS of Taganrog. Specificity of monetary behavior seen on the material of the three stakeholder groups identified by their type of sense of values and attitudes



toward money. In this paper, will be considered a group with a conflict-free value-semantic relation to the money, which included 109 people (66 men and 43 women) whose average age is 35 years.

Group with a conflict-free value-semantic relations has been divided into two subgroups, depending on where the motif of life «Money» in the hierarchy of the motives of life: in the first group charged respondents with a leading life the motive «Money» (24 males and 19 females), and a second subgroup classified respondents whose life the theme of «Money» is not the lead (42 men and 24 women).

Results of a study group of respondents with conflict-free value-semantic relation to the money (subgroup 1) show that the content of the motivational component of their relationship is characterized by the greatest severity of motive «Money» in the hierarchy of life motifs (in the projective version of the test TUF), which indicates the importance of and desirability of respondents increasing their material well-being. Mismatch in the projective and the declared version of the expression of the dominant life-motive «Money» indicates a low awareness by respondents of this motif.

Analysis of the needs of this group of subjects met by money, showed that the expression of dominant were lower and higher needs (physiological, safety, intellectual). At the same time, the money is perceived by actors as the equivalent of labor. On the one hand, respondents in this group give money to a subjective sense of satisfaction of lower and higher needs, but on the other hand, assigns the objective function.

The value of the desired level of monthly earnings in this group exceeds its availability on a background of moderate satisfaction with their financial standing.

The content of the cognitive component of the value-semantic relationship to money respondents in this group reflects the leading knowledge and understanding of money as an attribute of civilization and a means of satisfaction of physiological needs.

The content of the emotional component represented the dominance of positive basic emotions (joy) in relation to money. Since joy comes from the subjects in the implementation of their capacity, then we can talk about emotional satisfaction in respect of money respondents in this group.

The content component of the connotative value-semantic relationship to money is dominant form of monetary behavior – spend of money.

The results of the analysis of the spatial characteristics of monetary behavior indicates the dominant direction of spending money on the sphere of family life.

The accumulation of money as a form of monetary behavior, largely focused on the scope of professional life, reflecting the orientation of the subjects for further investing in their business.

Getting the money, as a form of monetary behavior is associated with the scope of its own forces, respondents to earn and provide themselves without relying on others.

According to the results of studying the temporal characteristics of monetary behavior has the highest manifestation of money spending in the second quarter of



the year (May, June, July and August), getting more money is expressed in the first and third quarters of the year, and the accumulation of the respondents prefer to do equally throughout the year.

The high expression of the rationality of all types of monetary behavior, which manifests itself in the pursuit of respondents in this group consciously and purposefully to spend, receive and accumulate money to obtain the maximum benefit for themselves.

In the group of respondents with a conflict-free value-semantic relation to the money (subgroup 2) the content of the motivational component of the relationship is characterized by the severity of the motive «Money» as a secondary motive in the hierarchy of life (in the projective and declared by the test versions of TUF). The coincidence in the projective and declared a minor version of the expression of life motif of «Money» shows a high awareness of respondents of this motif.

Money serves only to satisfy the lower needs – physiological and safety, while perceiving subjects as equivalent to work. The value of the desired level of monthly earnings in the group close to its availability on a background of moderate satisfaction with their financial standing.

The content of the cognitive component of the value-semantic relationships of this group reflects their leading knowledge and understanding of money as an attribute of civilization and the means to address the physical needs.

The content of the emotional component represented the dominance of positive fundamental emotions about money, namely, the emotions of joy. Because the feeling of joy comes in the implementation of their capacity, then we can talk about the emotional satisfaction in respect of money respondents in this group.

The content component of the connotative value-semantic relations dominated by these types of monetary behavior, like spending and receiving money.

The results of the analysis of spatial characteristics indicate the direction to spend money on family affairs: respondents in this group prefer to spend money on their relatives and friends, buy them presents and financially support them, the money to «help» to improve relations in the family.

The accumulation of money as a form of monetary behavior, largely focused on the scope of professional life, suggesting the presence of savings for future investments in the business.

Getting the money, as a form of monetary behavior is associated with the scope of its own forces, respondents to earn and provide themselves without relying on others.

According to the results of studying the temporal characteristics of monetary behavior has the highest manifestation of money spending in the second quarter of the year (May, June, July and August), getting more money is expressed in the first and third quarters of the year, and the accumulation of the respondents prefer to do equally throughout the year.

The high expression of the rationality of all types of monetary behavior for the respondents in this group, which is manifested in the pursuit of respondents in this



group consciously and purposefully to handle money in order to obtain the maximum benefit for themselves.

Differences between the different subgroups with conflict-free value-semantic relation to the money emerged in the specific content of the motivational component of this relationship, and differences in monetary behavior between subgroups manifested in the content of the dominant type of monetary behavior.

Prospects for further studies, we see the identification of conditionality of monetary conduct personal characteristics of respondents who exhibit a variety of conflicts of value-meaning relations to money.

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Pukhareva T.S.

Self-confidence and confidence in others among students of the faculty of law during professional education

There are presented the results of the research of dynamics of self-confidence and confidence in others among law students during education at high school. Confidence is considered as attitude-relation to self and to other people in the context of the problem of professional juridical education activity of students.

Key words: *self-confidence, confidence in others, attitude-relation, professional juridical activity, dynamics, psychological features of confidence.*

The orientation of Russian society on development of the legal and social state makes actual a problem of increase of ethical, moral, psychological qualities of personality which in modern conditions become important preconditions of success, freedom, self-realization and well-being of new generation. The new paradigm of education and also rigid competition in the market of services of experts of various trades dictate necessity of formativeness of personal qualities making potential for successful personal development and professional self-realization at a stage of professional education.

Professional formation, the lawyer's success of realization depend on preparation for professional work at high school, in this connection during education of law students there should be involved personal characteristics which in conditions of the society's democratization become important components of professional competence in such strictly regulated structures, as law executing bodies. In this connection it is of interest studying of confidence among law students as base, integrated characteristic of personality, as self-confidence and confidence in others defines its readiness for providing of any professional problem, desire to execute them, sense of responsibility for their performance with the greatest productive effect.

The problem of studying of confidence is one of actual in modern psychological science and represents rather extensive area of scientific search. Research of confidence has found reflection in fundamental works of S. Gurard, P. Laskau, R. Emerson, V.P. Zinchenko, A.B. Kupreichenko, T.P. Skripkina, etc. In native psychology there is generated the idea of confidence as the relation. In a basis of researches there laid the idea of T.P. Skripkina about confidence as attitude-relation to self and to the world. Confidence is also understood as metarelation (I.V. Antonenko), psychological relation including three basic components: cognitive, emotional and behavioural (A.B. Kupreichenko). The analysis of works of native authors has shown that confidence is understood as the subjective relation of personality reflecting its internal position and having an emotional-sensual basis which essence is connected with actual importance of object of trust and its estimation as safe for the



subject. According to T.P. Skripkina, self-confidence is a relation to own subjectiveness as significant for personality. Confidence in others is a relation to personality of the other, based on positive forecasting of his future acts. Self-confidence and confidence in others are interconnected and are the generalized resource of harmoniously developing person [2].

In connection with the aforesaid there has been organized the research studying the dynamics of self-confidence and confidence in other people among students of faculty of law during professional education. Theoretical studying of the problem and analysis of practical experience have allowed to formulate the research hypothesis according to which it is possible to assume that during professional education among students of the faculty of law there increases a level of confidence in other people and a level of self-confidence decreases. According to the purpose and the hypothesis there were aims: firstly, on the basis of the literature analysis to study the psychological nature of confidence and its kinds – self-confidence and confidence in others; secondly, to investigate a level of self-confidence and confidence in others among law students during their professional education; thirdly, to reveal dynamics of self-confidence and confidence in others among law students during their professional education.

For verification of the put forward hypothesis it has been spent longitude research of a level of self-confidence and confidence in others. Research was spent during three years, level of self-confidence and confidence in others, its changes were traced at group of examinees (46 persons) during their education at the second, third and fourth year.

We studied confidence by means of examinees' direct self-estimation of a measure of self-confidence and confidence in concrete people. Diagnostics of a level of self-confidence was carried out by means of a questionnaire of T.P. Skripkina directed on the reflective analysis to self-confidence in various spheres of life. At studying of confidence in others there was used the questionnaire of a level of confidence in other people. Reliability of results and conclusions of the research was ensured by observance of the basic methodological principles of psychological science, the substantial analysis of the received data, use of statistical methods of the data processing including the comparative analysis, calculation of a standard deviation, definition of χ^2 -criterion of Pirson.

We'll consider results of studying of dynamics of self-confidence among students during education. It is revealed that during education there increases the quantity of self-confident students in professional work. Thus, if at the second year of education in this life sphere there were completely self-confident 52,2 % of students, on the third year – 86,4 %, on the fourth – 92,5 % of examinees. The data testifies to increase of students' confidence in professional knowledge and abilities, to psychological readiness of examinees for professional juridical activity. During education self-confidence in intellectual activity essentially increases among students. On the second year full self-confidence in this sphere was marked by 60,8 %, on the third



year – 91 %, on the fourth – 95 % of examinees. Thus, by the fourth year of education the majority of examinees highly estimate their knowledge, abilities, intellectual qualities. We should notice that thanks to self-confidence the person attributes to himself a certain set of possibilities, aspires to correspond to the world and to himself. The cited data can point at aspiration of examinees to be competent of professional sphere of life, at importance of intellectual characteristics of the person at self-estimation and estimation of others. In ability to build mutual relations with close people there are self-confident 63,1 % of students of the second year, 79,5 % of students of the third year and 72,5 % of students of the fourth year. It is interesting that full self-confidence in ability to arrange relations in a family there reflex 65,2 % of second-year students, 81,8 % of third-year students and 82,5 % of fourth-year students. Possibly, the increase in a level of self-confidence in this life sphere is connected with processes of personality's formation, comprehension of family values, close and related communications.

The special attention is deserved by the data testifying to decrease of a level of self-confidence among students during education. Thus, in ability to arrange mutual relations with group-mates there are completely self-confident at the second year – 30,3 %, at the third – 27,2 %, at the fourth – only 17,5 % of examinees. In our opinion, it is possible to explain the decrease of a level of students' self-confidence in this sphere by the contents and requirements of professional education assuming high ability to self-organizing, self-dependence, independence of personality. At the same time, the trade of the lawyer assumes ability to arrange relation with people of different beliefs, opinions, social status, therefore it is possible to speak about a problem of development of communicative qualities of the lawyer at the stage of professional education in high school. It is also established that among examinees a level of self-confidence in arranging of mutual relation with higher people decreases. High self-confidence in this sphere there have noted 43,6 % of students of the second year, 16 % of students of the third year and 15 % – of the fourth year of education. This data testifies to the contradiction between developing personality's properties, qualities and objective requirements of a trade of the lawyer, including communicative activity.

The statistical analysis of results has shown that there are distinctions in a level of self-confidence in professional work ($\chi^2 = 54,406$ at $p \leq 0,000$), in intellectual activity ($\chi^2 = 48,153$ at $p \leq 0,0000$), in ability to arrange mutual relation with close people ($\chi^2 = 16,203$ at $p \leq 0,003$), with group-mates ($\chi^2 = 16,600$ at $p \leq 0,002$), with higher people ($\chi^2 = 30,185$ at $p \leq 0,001$). Thus, it is proved that during education among law students there is increase in a level of self-confidence in professional and intellectual spheres of life and decrease in a level of confidence to friends, group-mates and to higher persons. It is possible to affirm that by the end of education the majority of law students highly estimate personal possibilities in professional work sphere, mental abilities, simultaneously missing an important component of juridical work – communicative competence.



Longitude research of a level of confidence in others has allowed to reveal that during education among students of faculty of law there decreases a level confidence in relation to objects of confidence: «the best friend», «the group-mate», «the higher person». So, according to self-reports, there are completely confided in the friend 20 % of students at the second year, 24 % – at the third year, 17 % – at the fourth year. It is possible to assume, for other examinees friendship doesn't join in an orbit of significant life relations. They can completely confide in the group-mate on the second year – 9 % of examinees, on the third – 7 %, on the fourth – 5 %. Probably, decrease in a level of confidence in the friend and in group-mates is caused by specificity of a got trade which demands high formalization of contacts, independence, confidence, first of all, self-confidence. Among whole sample of examinees there aren't revealed indicators of full confidence in higher person. 57 % of the second-year students, 38 % of the third-year students and 44 % of the fourth-year students consider that it is possible to confide in higher persons. 43 % of examinees at the second year, 62 % at the third year, 56 % at the fourth year, completely don't confide in higher persons. Decrease in a level of confidence in higher persons can testify to difficulties in communication, in establishment of psychological contact with people in professional relations' sphere. We should notice that this sort of relations mean subordination and, as a consequence, great psychological distance at which it is inappropriate full disclosing of private world of participants of interaction, at the same time, construction of constructive business relations is impossible without ability to confide in each other.

On the basis of statistical processing it is established that during students' different periods of education there differs a level of confidence in the best friend ($\chi^2 = 12,536$ at $p \leq 0,014$), the group-mate ($\chi^2 = 25,008$ at $p \leq 0,001$) and the higher person ($\chi^2 = 7,585$ at $p \leq 0,023$) that confirms the obtained data about decrease in a level of confidence in these spheres of life activity among law students during education in high school. We should notice that confidence in other people expresses, first of all, recognition of the other person's value; it is an initial condition of human communication. It is obvious that confidence in other in situations of professional communication of the lawyer is limited by law frameworks, thus without confidential communication it is impossible successful activity of the lawyer, the inspector on affairs of minors, the inspector, the legal adviser, etc.

The conducted research has allowed to prove that law students during education have an increase in a level of self-confidence in professional and intellectual spheres of life and simultaneously a decrease in a level of confidence to friends, group-mates and to higher persons.

On the basis of results of the empirical part of the research the program of forming experiment has been developed. We developed the direction and the contents of the developing program, considering dynamics of expressiveness of self-confidence and confidence in others among law students during professional education. The program's main purpose is development of self-confidence and confidence in others. Purpose achievement was carried out through decision of the following problems:



development of self-confidence by comprehension of self-value, increase of self-efficiency, self-trust; development of confidence in others by means of self-disclosing and feedback reception; formation of knowledge of confidential relations, and also skills of confidential communication; formation of constructive representations of value of self-confidence and confidence in to others in professional work of the lawyer.

The offered program of development of self-confidence and confidence in others, having in the basis the humanistic approach, uses a wide set of methodical methods and techniques. As forming methods in the program there were widely used methods of social-psychological training, the method of paradoxical intention (V. Frankl), metaphor therapy (M.G. Ericson), reflepractices (S.U. Stepanov), components of psychotechnique of Roger (verbalization). Work was carried out by means of game methods, the method of group discussion, projective methods of drawing type, meditative techniques, individual work on tasks. The program consists of 16 lessons, time of one lesson is 2–3 hours. Periodicity of meetings is once a week. The general duration of the program is 4 months.

At the stage of the forming experiment there have been formed experimental and control groups of examinees. Into the experimental group there have entered 22 law students having low level of confidence in other people (objects of confidence – the best friend, the group-mate and the higher person) and simultaneously low and average level of self-confidence in ability to arrange mutual relation with group-mates and higher people. Into the control group, identical on a sex and age, there have entered 18 persons having average and low levels of self-confidence and confidence in others.

The analysis of results of the spent experiment shows that psychological-pedagogical work, in which basis there is the program of confidence development, has led to positive change of a level of expressiveness of self-confidence and confidence in others among participants of the program: at comparison of results of testing before psychological-pedagogical influence, among law students there have been revealed statistically significant distinctions in a level self-confidence and ability to arrange mutual relation with close people ($x = 25,724$ at $p \leq 0,001$), with group-mates ($x = 200,0$ at $p \leq 0,001$), and with higher people ($x = 182,174$ at $p \leq 0,001$), and also in a level of confidence in the friend ($x = 58,065$ at $p \leq 0,001$), the group-mates ($x = 79,559$ at $p \leq 0,001$), the higher person ($x = 196,02$ at $p \leq 0,001$). Thus, it is empirically proved that correction of expressiveness of attitudes of self-confidence and confidence in others among students of juridical specialties is expedient to start with professional education at high school.

On the whole, the conducted research confirms necessity of research of confidential relations among law students as representatives of communicative trades, and at the same time puts a number of new questions defining prospects of the further researches. As a subject of special studying there can be confidence in professional work of the lawyer, studying of the mechanism of confidential mutual relations in law executing activity.



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Saakyan O.S.

Features of the localization of intra – and interhemispheric coherent relations among boys and girls with different psychological, psychophysiological characteristics and level of achievement

This article describes the analysis of specific spatial-temporal organization of EEG in solving creative problems of various kinds of respondents with different levels of academic achievement and certain individual characteristics.

Key words: level of creativity, the type of lateral organization (TLO), intrahemispheric coherent communication, interhemispheric coherent communications, converged task, divergent task, performance level.

The problem of sex differences in modern psychophysiology occupies a central place. To date, there are numerous studies that suggest about the anatomical differences in brain structure between men and women (E.P. Kononov, J. Crichton-Browne, V.V. Amunts, S. Vitelson, S.V. Alekseenko, D. Svaab, etc.) on the connection between lateral signs with the sex (M. Annette, M. Bezrukikh, N.N. Bragin, T.A. Dobrokhotova, E.M. Berdichevsky, V.P. Leutin, E.I. Nikolayev and others) about the features of the frequency-spatial characteristics of EEG in men and women in different spheres of activity (L.A. Zhavoronkova, E.A. Kostandov, G.N. Bodyreva, Knyazev et al.). No less urgent problem, as in modern psychophysiology, and in all psychological science in general, is the problem of singularities of education and development in the context of the learning environment for men and women in primary, secondary and higher schools (Assovskaya, Tsvetkova, Yanicheva, 1997; Petrova, 2008; Bardysheva, 2006, etc).

Therefore, **the aim of our research** was to study the features of localization intra – and interhemispheric coherent relations, the high- and underachievement boys and girls with different psychological and psychophysiological features for solving problems of various kinds.

The object of the study were students of 2–5 courses of 90 patients aged 18–23 years. Of them 43 boys and 47 girls.

Research hypothesis: boys and girls with different academic achievement, psychological and psychophysiological features may vary the frequency – spatial characteristics of EEG.

During the investigation, we have been using the following method: a technique used to modify objects Guilford Tunick (for the diagnosis of verbal creativity), the test Torrens «Completion of images» (for the diagnosis of non-verbal creativity), the method of determining the type of functional interhemispheric asymmetry T.A. Bragin and N.N. Dobrokhotova, the method of peer review, the EEG method. We analyzed the frequency range from θ_1 – β_2 .



Our study gave the following **results**: regardless of the frequency range for low creativity girls with low achievers and left TLO in solving verbal problems converged was characterized by the presence high cortico-cortical connection between the left parietal and mid-frontal or right occipital and right central, left posterior temporal and central left areas of the brain (P3-F4, O2-C3, T6-C3), for boys between the right frontal and anterior temporal brain areas right (Fp2-T4). For girls with high levels of achievement – between the occipital areas in both hemispheres, the left frontal and parietal areas of the brain right (O2-O1, Fp1-P4); boys between the parietal and central areas of the right hemisphere, frontal and posterior temporal zones of the left (P4-C4, Fp1-T5). For the highly creative girls with low achievers and left TLO was characterized by the presence high-coherent communication between mid-frontal and lateral-frontal areas of the right hemisphere, anterior temporal and left posterior temporal, right, left frontal and posterior temporal brain areas, right (F4-F8, T3-T6, Fp1-T6); for boys – between the right central and left occipital, posterior temporal and right middle frontal, right-brain areas (C4-O2, T6-F4). The girls with high levels of achievement – between the central and left posterior temporal, right, parietal and posterior temporal zones of the left hemisphere (C3-T6, P3-T5); boys between the mid-frontal zones of both hemispheres (F4-F3). Low-creative girls with low achievers and right TLO in solving verbal problems converged was characterized by the presence high-coherent communication between the posterior temporal and central areas of the right hemisphere, left temporal, right posterior and frontal areas of the brain (T6-C4, Fp2-T5); for boys between – anterior temporal and left mid-frontal area of the right hemisphere (T3-F4). For girls with high levels of achievement – between the central right and left frontal, left occipital and anterior temporal, right, mid-frontal and left lateral-frontal, right (C4-Fp1, O1-T4, T3-F8). For boys between the right and left frontal areas of both hemispheres (Fp1-Fp2). For the highly creative girls with low achievers and right TLO in solving verbal problems converged was characterized by the presence high-coherent communication between the central and lateral-frontal areas of the right hemisphere, the central and right posterior temporal left (T5-C4, C4-F8); for boys – between the right frontal and posterior temporal zones of the left hemisphere (Fp2-T5). The girls with high levels of achievement – between the parietal areas of both hemispheres, right frontal and left occipital areas of the brain (P4-P3, Fp2-O1). The young men – between the left frontal and right parietal brain areas (Fp1-P4).

Low-creative girls with low achievers and left TLO in solving verbal divergent task was characterized by the presence high-coherent communication between the right frontal and central zones, the middle-frontal and posterior temporal zones of the right hemisphere (Fp2-C4, F4-T6); for boys – between the middle frontal-and lateral-frontal areas of the right hemisphere (F4-F8). For girls with high levels of achievement – between the parietal and temporal posterior areas of the right hemisphere, parietal areas of both hemispheres (P4-T6, P4-P3). For boys – between the right occipital and left anterior temporal brain areas (O2-T3).



For the highly creative girls with low achievers and left TPS in solving verbal divergent task was characterized by the presence high-coherent communication between the parietal and right lateral frontal, left, left frontal and right lateral-frontal areas of the brain (P4-F7, Fp1-F8); for boys – between the central zones of both hemispheres (C4-C3). For girls with high levels of achievement – between mid-frontal and lateral-frontal areas of the right hemisphere (F4-F8). For boys – between the left frontal and parietal brain areas left (Fp1-P3).

For the highly creative girls with low achievers and right TLO in solving verbal divergent task was characterized by the presence high-coherent communication between parietal and frontal areas of the right hemisphere (P4-Fp2); for boys – between the mid-frontal and lateral frontal areas of the right hemisphere (F4-F8). For girls with high levels of achievement – between mid-frontal and anterior-temporal zones of the right hemisphere (F4-T4). For boys – between the rear left temporal and central areas of the brain left hemisphere (T5-C3).

For the highly creative girls with low achievers and left TLO in solving nonverbal tasks converged was characterized by the presence high-coherent communication between symmetrical central areas of the brain in both hemispheres (C3-C4); for boys – between the central and frontal areas of the left hemisphere (C3-Fp1). The girls with high levels of achievement – between the occipital and parietal areas of the right hemisphere (O2-P4). The young men – between the temporal zones of both hemispheres, the right occipital and parietal areas of the brain (T6-T5, O2-P4). For the highly creative girls with low achievers and left TLO in solving nonverbal tasks converged was characterized by the presence high-coherent communication between left frontal and right central areas of the brain, the anterior temporal and lateral-frontal left (Fp1-C4, T4-F7); for boys – between the temporal zones of the left hemisphere (T3-T5). For girls with high levels of achievement – between the rear right temporal and parietal left (T6-P3). For boys – between the mid-frontal and left lateral-frontal areas, right brain (F3-F8).

Low-creative girls with low achievers and right TLO in solving nonverbal tasks converged was characterized by the presence high-coherent communication between the posterior temporal and frontal areas of the left hemisphere (T5-Fp1); for boys – between the parietal and temporal zones of the left hemisphere (P3-T6). For girls with high levels of achievement – between mid-frontal and right parietal areas left brain (F4-P3). For boys, between the central zones of both hemispheres, the right frontal and left central (C3-C4, Fp2-C3). For the highly creative girls with low achievers and right TLO in solving nonverbal tasks converged was characterized by the presence high-coherent communication between the left temporal and parietal areas of the brain right (T3-P4); high-performance – between the mid-frontal and left posterior temporal, right, central zones right and left brain hemispheres (C3-C4, F3-T6). Low-creative girls with low achievers and left TPS in solving nonverbal divergent task was characterized by the presence high-coherent communication between the left occipital and right central areas, mid-frontal zones of both hemispheres (C4-O1); for boys –



between the anterior temporal left and right occipital, the left parietal and occipital left (T3-O2, P3-O1). The girls with high levels of achievement – between the central and lateral left-right frontal brain areas (C3-F8). The young men – between the parietal areas of both hemispheres (P3-P4). For the highly creative girls with low achievers and left TPS in solving nonverbal divergent task was characterized by the presence high-coherent communication between the parietal and right posterior temporal left (P4-T5); for boys – between the occipital areas in both hemispheres, the right parietal and left middle-frontal areas of the brain (O2-O1, P4-F3). For girls with high levels of achievement – between the central and left temporal, right posterior, lateral-frontal and right posterior temporal left (C3-T6, F8-T5). For boys – between the left frontal and parietal brain areas left (Fp1-P3). Low-creative girls with low achievers and right TLO in solving nonverbal divergent task was characterized by the presence high-coherent communication between the right occipital-temporal and posterior areas of the brain, central and anterior temporal areas of the right hemisphere (O2-T6, C4-T4); for boys – between left mid-frontal and right frontal brain areas (F3-Fp2). For girls with high levels of achievement – between the posterior occipital and right posterior temporal left (O2-T5). For boys – between the central and lateral-frontal areas of the brain hemispheres (C3- F7). For the highly creative girls with low achievers and right TLO in solving nonverbal divergent task was characterized by the presence high-coherent communication between the left parietal and mid-left frontal areas of the brain (P3-F4); for boys – between the front and rear areas of the left hemisphere (T3 -T5). The girls with high levels of achievement – between the right lateral-frontal and left central areas of the brain (F8-C3). The young men – between the lateral-frontal area of the left hemisphere and mid-frontal area of the right hemisphere (F7-F4).

Based on the above said we have identified specific brain systems that are characteristic for each of the surveyed groups, depending on the characteristics of sex, level of creativity, the profile asymmetry and performance level.

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Shishkovskaya A.V.

Features of physical I of sportsmen of different sports specialization

In modern society appearance becomes one of factors of success of the person in the most different spheres of life. It assumes necessity of studying of psychological bases influencing formation of the person's idea about own body. In the article there are presented results of the research of contents of I-physical of professional sportsmen in connection with their features of self-control and personal features.

Key words: *I-physical, contents of I-physical, psychological self-control, self-consciousness, self-relation.*

In modern society and culture there prevails the idea that appearance and corporal beauty are important conditions of personal, professional, social success. These ideas along with beauty standards are dictated by mass media and establishments offering services in the sphere of industry of beauty, health and a fashion. Thus, in conditions of artificial overstating of the human body's importance, there appears need for formation of beautiful body. There is obvious tendency of growth of consumption of the services focused on satisfaction of this need: sports sections and halls, house training apparatus, educational literature, dietary food, services in figure correction by various methods. For men and women the main role in increase of the body's importance is played by perception of own body and relation to it, instead of real parameters. It assumes necessity of studying of psychological bases influencing formation of the person's idea about own body.

In a general view in psychology the person's idea about own corporal parameters, own appeal is reflected in concepts «I-corporal» or «I-physical». In the existing researches devoted to I-physical, its separate aspects are revealed through research of distortion of physical I-image within the limits of clinical psychology, studying of perception and change of appeal in frameworks of imagology and expression psychology, research of role of I-physical for development of normal consciousness and self-relation among children's and teenage age within the limits of age psychology. For psychology of personality there are important value bases and personal features which cause personality's ideas about self and about physical I. Such works are obviously insufficient.

In researches of self-consciousness and I-concept native and foreign psychologists name I-physical a source (R. Berns), basis (A.A. Nalchadzhyan) of development of I-concept, one of factors (I.I. Chesnokova, V.S. Merlin), links of self-consciousness (V.S. Mukhina). However, underlining the importance of I-physical as a basis for development of self-consciousness and I-concept formation, researchers insufficiently reveal functions of I-physical in self-consciousness of the adult person.

Establishment of contents of I-physical of the mature person will allow to expand



our ideas about I-physical. Our scientific work is directed on research of the contents of physical I of professional sportsmen. The choice of such target group as the research object is caused by a number of reasons: firstly, there have entered into sample the adult men who have reached a certain level of professional skill in own body possession; secondly, owing to their sports activity physical I appear actualized; thirdly, various sports specialization allows to research distinctions in the contents of the adult person's I-physical.

The research subject is the contents of I-physical of sportsmen and not sportsmen in connection with their features of self-control and personal features.

In a general view I-physical we understand as a self-consciousness product, one of measurements of the person's I-concept, reflecting the person's idea about the corporal parameters, own appeal. We understand the contents of I-physical as reflected in the person's idea significant characteristics related by him to own body. The comprehensive self-control is defined as «the organized in a system way process of internal mental activity of the person», directed on initiation, construction, safeguarding and management of different kinds and forms of any purposeful activity of the person (O.A. Konopkin). The phenomenon «style of arbitrary self-control» characterizes specific features of planning and programming of purposes, ways of account of external and internal conditions, estimations of results and correction of own activity. The concept of "style" joins also the subject's degree of development and comprehension of processes of self-control (V.I. Morosanova).

The research purpose is to establish and study the leading contents of I-physical of men differing on age, presence or absence of professional-sports specialization.

The research aims are: 1) the theoretical: to distinguish approaches to studying of I-physical and phenomena similar to it; to establish the contents of I-physical; to describe on the basis of the analysis of various approaches age dynamics of I-physical; to consider influence of features of self-control of personality on the contents of I-physical; 2) the methodical: to develop methodical set of tools for studying of I-physical; to choose the methodical set of tools for studying of features of self-control, personal features; 3) the empirical: to carry out the description of the contents of I-physical among sportsmen, to define distinctions in the contents of I-physical between groups, to establish interrelations between the contents of I-physical and the basic regulatory processes, intensity of psychological protection, base aspirations of life, indexes of life comprehension.

The research object consists of 120 men, at the age of 20–30 years, who presented verbal versions of I-physical (CMS, MS and MSIC on powerlifting); CMS on judo; sportsmen of I category and CMS on football and basketball; not sportsmen).

The research methods are: the analysis of the scientific literature on the research problem; psychological testing, questioning; methods of nonparametric statistics: criterion of Friedman, Wilcoxon, Mann-Whitney; the quarter procedure; the factor of range correlations of Spearman. Techniques: the technique of «Estimation-substantial interpretation of components of appeal» of V.A. Labunskayy; the questionnaire «Style



of self-control of behavior» V.I. Morosanova; the test questionnaire «Research of willed self-control» of A.V. Zverkov and E.V. Eidman; the questionnaire «Index of life style» of Plutchik-Kellerman-Konte; the test of sense of life orientations, adapted by D.A. Leontyev; the «Base aspirations» technique of O.I. Motkov; the self-description technique; the content-analysis of self-descriptions; the questionnaire for measurement of self-appraisal of I-physical.

The research results

1. On the basis of review of the literature on the studied theme, we has theoretically and empirically established and described the contents of I-physical in which there are included ideas about own body, its functioning and features; ideas about individual borders of own body; relation to own appearance; ideas about separate parts of the body, their functioning; the way of self-relation to own body.
2. As empirical indexes of the listed components of the contents of I-physical there have acted: a) for ideas about own body, its functioning and features – preferences on primary frequency of occurrence in the contents of self-descriptions of mentions of the whole body and its functions, their primary verbal detailization, and also the data of the research of self-appraisal of subjective indexes of health and conditions of actualization of corporal self-consciousness; b) for ideas about individual borders of own body – preferences on frequency of mention of individual borders of own body in texts of self-descriptions, self-appraisal of a concrete arrangement and functions of individual borders of own body; c) relation to own appearance – the data of the research of parameters of relation to appearance; d) ideas about separate parts of the body, their functioning – preferences on primary frequency of occurrence in the contents of self-descriptions of either parts of the body, bodies and their functions, their primary verbal detailization, and also the data of research of self-appraisal of separate parts of the body; e) for the way of self-relation to own body – a degree of expressiveness of subjective and objective ways of self-relation to own body, self-appraisal of factors of change of self-relation to own body.
3. It is experimentally established that contents of subjects' I-physical differ depending on presence or absence of professional-sports specialization.
 - 3.1. By results of the content-analysis of self-descriptions it is established that in the contents of I-physical of sportsmen and not sportsmen there are included not only ideas about own body, its functioning and features, but also ideas about personal features in spheres of subjects' life activity.
 - 3.2. The additional data of questioning directed on measurement of self-appraisals of parameters of I-physical have allowed to reveal the following features in the investigated groups of respondents.
 - 3.3. As subjective criterion of health among all respondents there acts the general corporal state of health. At the group of not sportsmen there is also the criterion of subjective sensation of comfort, «transparency» of own body.



- 3.4. Conditions of actualization of corporal consciousness differ. For fighters and command players as leading there act situations of development of new movements and actions; for powerlifters it is a situation of somatic disease; for not sportsmen it is a situation of sports training.
- 3.5. There are revealed distinctions in ideas about borders of own body. Among powerlifters they are open and undefined. There prevails the idea about laying of body borders on external objects which are in close and long physical contact to the subject (clothes, a bag, an apparatus, etc.). The basic functions of the body borders consist in subject's bordering from environment and definition of his "location" in the body. Among fighters and command players leading is an idea that body borders pass on a skin and carry out functions of protection against external influences; command players also name function of estimation of growth, volumes, form and size of own body in comparison with other objects. Not sportsmen perceive borders of own body passing on clothes which are put on them, and carrying out functions of self-appraisal of growth, volumes, form and size in comparison with other objects.
- 3.6. Perception of own appearance is also different among respondents. Fighters show complete perception of appearance which is reflected in consciousness as general satisfaction in own appearance. For powerlifters and command players it is important to be satisfied in own appearance and to show in external shape gender features reflecting the accessory to a male. For not sportsmen it is important to show in appearance the accessory to certain social roles.
- 3.7. There are revealed distinctions between groups on a level of subjective importance of the body, functions of the body and separate parts of the body. For fighters functions of the whole body and its parts, among which the most significant are back and hands. Powerlifters and command players the greatest value in perception of own body attribute to functions of separate parts of the body among which powerlifters as the most essential name back, hands and feet, and command players – only feet. For not sportsmen functions of the whole body are the most essential in perception of own body. Among the most significant parts of the body they name eyes and head.
- 3.8. Features of self-relation in groups of respondents have some differences. Among fighters, powerlifters and not sportsmen the objective self-relation to the body prevails; among command players it is observed mixed way of the self-relation to the body. Thus fighters, command players and not sportsmen are guided by own ideas about own body; powerlifters – by requirements and features of their trade.
4. Features of self-control and personal features of the subjects differing on presence or absence of professional-sports specialization are connected with components of contents presented in self-descriptions of I-physical.



- 4.1. Leading regulator processes of sportsmen and not sportsmen are various both on the contents and on expressiveness. At expressiveness of independence, among powerlifters it is observed better comprehension of motives, intentions and aspirations ($r = 0,48$; $p < 0,05$) and less comprehension of vital circumstances and situations ($r = -0,366$; $p < 0,05$). Among command players, at importance of independence, vital events and circumstances are worse realized ($r = -0,398$; $p < 0,05$), and at the importance of programming there are worse realized expressional characteristics of self as the person, mood, emotions and feelings ($r = -0,369$; $p < 0,05$). Not sportsmen, at expressiveness of flexibility, better comprehend motives, intentions and aspirations ($r = 0,364$; $p < 0,05$).
- 4.2. Leading for sportsmen and not sportsmen is the index of general willed self-control expressed in different degree. Fighters, at importance of willed self-control, find out less comprehension of life circumstances and events ($r = -0,399$; $p < 0,05$); powerlifters – characteristics of self as personality, own I, opposite to a corporal cover ($r = -0,393$; $p < 0,05$); command players – ideas about complexion, appearance of own body ($r = -0,403$; $p < 0,05$); not sportsmen – ideas about own face ($r = -0,414$; $p < 0,05$).
- 4.3. Leading psychological protections of sportsmen and not sportsmen are various both under the contents, and expressiveness. Among powerlifters at expressiveness of the protective mechanism of negation, there takes place better comprehension of the own skills, knowledge, abilities ($r = 0,398$; $p < 0,05$); life circumstances and events ($r = 0,459$; $p < 0,05$), worse comprehension of functions of the body ($r = -0,379$; $p < 0,05$) and social environment ($r = -0,378$; $p < 0,05$); at expressiveness of the mechanism of projection, there are better comprehended features of their sports activity ($r = 0,383$; $p < 0,05$). Among command players, at high importance of negation, there are better comprehended separate parts of the body ($r = 0,455$; $p < 0,05$), but there are worse comprehended their functions ($r = -0,415$; $p < 0,05$); at importance of compensation, separate parts of the body are better comprehended ($r = 0,433$; $p < 0,05$); and at importance of the mechanism of projection there are better comprehended functions and physical possibilities of the whole body ($r = 0,396$; $p < 0,05$).
- 4.4. The indexes of life comprehension expressed in different degree are leading for sportsmen and not sportsmen. In the group of fighters, at expressiveness of life purposes, there takes place less comprehension of features of sports activity ($r = -0,400$; $p < 0,05$), vital circumstances and events ($r = -0,492$; $p < 0,05$); at expressiveness of life process there is also observed less comprehension of life circumstances and situations ($r = -0,469$; $p < 0,05$). Among powerlifters, at importance of life purposes, there are worse comprehended life intentions, motives and aspirations ($r = -0,424$; $p < 0,05$). For command players high expressiveness of process of life is ac-



accompanied by less comprehension of characteristics of self as personality, operating subject opposite to a corporal cover ($r = -0,440$; $p < 0,05$).

The theoretical, methodical and practical importance of the research.

1. The developed ideas about I-physical and its contents, and also results of its empirical research among sportsmen and not sportsmen expand scientific ideas about self-consciousness as a whole and consciousness of the biological individual in particular.
2. The revealed communication between personal features and features of self-control on the one hand, and components of the contents of I-physical on the other, supplement scientific ideas about internal conditions promoting formation of individual style of self-control of the person.
3. Results of the conducted research can be used by experts in the sphere of clinical, social psychology, psychology of personality, in practice of psychological consultation concerning informing and motivation of experts of those kinds of activity, subject and means of which is the body of the person and its appearance (professional sportsmen and trainers, actors, models, TV presenters, etc.).

As the prospect of our research it is supposed: to systematize the symptom-complex of the revealed properties of I-physical of sportsmen in comparison with not sportsmen, to develop practical recommendations for trainers and sportsmen with a view to increase consciousness of I-physical and perfection of mechanisms of self-control.

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