

**RUSSIAN  
PSYCHOLOGICAL  
SOCIETY**

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**RUSSIAN  
PSYCHOLOGICAL  
JOURNAL**

Vol 8 # 3

**Moscow**



**2011**



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## Russian Psychological Journal

**Founder** – Russian Psychological Society

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### Address of the Publisher:

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E-mail: rpj@psyf.rsu.ru

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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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## PSYCHOLOGY OF THE DIRECTED INFLUENCE

**Abakumova I.V., Kagermazova L.Ts.**

### Sense-creation as a factor of initiation of sense-value attitudes during forming of anti-extremist ideology

*The theory of sense and sense-creation has to the greatest extent come nearer to disclosing those mechanisms which allow a person to choose from all multivariate reality only something certain as a personal value. These particular mechanisms should be understood by those who is positioned by the state as official supporters of anti-extremist ideology (teachers, lawyers, officials), and they can become a basis for directed and mediated technologies of forming of civil values of young generation.*

**Keywords:** *sense, sense-creation, the sense sphere of a person, sense-value attitudes, technologies of sense translation, dialogue.*

The naive belief of people responsible at the state level for counteraction to aggression and ideology of extremism that standard-legal bases of this struggle are really directed at forming anti-extremist ideology at the level of each certain citizen, generates an illusion: the more competently and detailed legislation, the better and faster anti-extremist ideology will be formed. «As though such an attitude were easy and natural, but who has got a vivid experience of direct internal self-disclosing of reality once that person will perceive its artificiality and an inconsistency» [1, p. 35]. This citation of Semeon Frank extremely precisely characterizes the given aspect of a problem considered by us.

The perfect and competent laws are surely to be, the well thought-out system of their operationalization into our life and interaction of people are surely to be, but the essence is in fact in another thing. How to make the main idea of these laws («let's live in peace and friendship, not offending each other») go out to the level of individual value of each particular person? How to impart to them the personal sense truly influencing their consciousness and behaviour? Here is the question, which is impossible to answer at a level of a certain law or a decree which even being realized, as a matter of fact remain estranged from the heart of a person. And the very answer to the given question contains understanding of the other even more important problem: why those who do not promulgate laws and have no official mechanisms of their realization can convince a person to subordinate his/her life (or even to sacrifice it) for the sake of ideas which frequently will not bring to him/her neither material, nor vital good. Such an answer is possible only under the condition of the integrated understanding of the problem in the context of a number of sciences connected with study-



ing not only different aspects of terrorism and extremism, but, that is abundantly obvious, having as a subject of their studying the mental aspects of the human essence and his/her predilections. It is essential to describe the theory which has to the greatest extent come nearer to disclosing the mechanism which allows a person to choose from all multivariate reality only something certain as a personal value. The special importance for us in solving of the given question is the modern domestic theory of sense and sense-creation.

To understand this problem outside of psychology is certainly impossible. However the psychological science in its various theories and approaches is not homogeneous and integrated. It is desirable to describe the theory which has to the greatest extent come nearer to disclosing the mechanism which allows a person to choose from all multivariate reality only something certain as a personal value. The special importance for us in solving of the given question is the modern domestic theory of sense and sense-creation.

The background of the modern theory of sense is multidimensional and connected to names of many outstanding psychologists, philosophers, culture experts, linguists. But, in fact, the basic landmark with which it is possible to start an observation of what we today designate as the theory of sense begins with works by A.N. Leontiev. Defining sense by means of attitudes, A.N. Leontiev enters «personal sense» category which expresses not a situational choice from a semantic field, but an integrated wholeness of the mental capacity. «Personal senses reflect motives generated by the real life's relations» [2, p. 81] and express exactly his/her (the subject) attitudes to objective phenomena which are understood.

The personal sense is, in essence, an attitude of a motive to a purpose, has got an objective subject part and characterizes a unique subjectivity of the given individual. «The personal sense is always a sense of something: a "pure", non-subject sense is as inanity as a non-subject being» [2, p. 244]. In particular by means of personal senses meanings as a stable system of generalizations following a word and being identical for all people, start to belong to a particular person and to express his/her individuality. «Functioning in an individual consciousness system, meanings are not realized by themselves, but by means of a movement of a personal sense embodied in them (for itself) of being of the particular subject» [2]. «The personal sense, hence, connects meanings with a reality of life of the subject in this world, and with his/her motives. The personal sense creates a partiality of a human consciousness» [2]. A.N. Leontiev's ideas initiated the whole galaxy of researches of personal formations which are the most authoritative at the present stage of development and understanding of a person.

In A.G. Asmolov's works within the framework of the examined hierarchical level model of attitude regulation of activity the concept of sense attitude is entered. The sense attitude represents a readiness for doing certain activity, has a filtering function in relation to attitudes of underlying levels. «Sense attitude of a person represents a form of expression of the personal sense as readiness for doing definitely directed





activity. The personal sense is the content of the attitude» [3, p. 258]. Considering sense-motivation attitudes of a person as an individuality, «derivation of sense formations of a person from totality of activities generating them», emphasizing the social determination of sense formations, A.G. Asmolov defines that «unconscious motives and sense attitudes of a person represent non-realized predispositions to actions, determined by a desirable future for the sake of which the activity is carried out and in view of which various acts and events gain a personal sense» [3, p. 356]. Introduction of new aspects of studying sense leads to a necessity to work out a hierarchy, to distinguish and correlate various levels of senses, to define, in A.G. Asmolov's terminology, «dynamic sense systems» [3, p. 360] to synthesize a discrete by this moment mosaic of a sense reality, to find a unit for the analysis of personality, keeping in itself meaningful characteristics of a person as the whole and describing it from the different sides, to find a unit of activity regulation proceeding from its sense, instead of technological, analysis.

E.V. Subbotky, studying behaviour of sense in ontogenesis [4, p. 62-72], introduced a concept of sense formations which he determined as «... a component of consciousness which directly connects the person with the reality and is a derivative of objective functions of this reality in the life and activity of the person» [4, p. 63]. This category rather quickly got its further development in a number of works of leading domestic psychologists (A.G. Asmolov, B.S. Bratus, B.V. Zeigarnik, V.A. Petrovsky, E.V. Subbotky, A.U. Hkarash, L.S. Tsvetkova). In 1979 in «Questions of psychology» journal they performed a «programmatic article» (by D.A. Leontiev's words) in which «the basic principles of the approach to the analysis of sense formations» [5, p. 92] were considered, basic properties, «big» и «small» dynamics of development were characterized [3, p. 95]. The sense formations explicitly were attributed to deep formations of personality, differentiated from such concepts, as «relation» (V.N. Myasishchev), «meaningful experiences» (F.V. Bassin), «significance» (N.F. Dobrynin). Till this moment aspirations to develop psychologically proved definitions found their place in scientific-journal discussions, then the very terminology describing sense aspects of psychology, was systematized that gave a possibility to use this or that term from this area validly. Concepts which were newly entered and interpretation of concepts which had already been for existing a long time from the point of view of the sense contents testified that the level of generalization in this psychological perspective allowed them to come to a new scientific understanding of such major psychological categories as activity, consciousness, personality, and to a new scientific vision of all system of general psychological knowledge. It determined the beginning of the new, third stage of development of the theory of sense in domestic psychology which, in D.A. Leontiev's opinion, is characterized by: «an origin of classifications of sense formations (E.E. Nasinovskaya, etc.), a description of «sense sphere of a person» (B.S. Bratus), concepts of sense dynamics (F.E. Vasilyuk), sense self-regulation (B.V. Zeigarnik, V.A. Ivannikov). It is possible to speak about the sense reality which includes the most different structures and mechanisms» [5, p. 103].



The domestic postclassical psychological theory, turned from mono-system to a meta-system way of the subject vision of cognitive activity, has introduced in psychological science a diversity of new principles and approaches (historical-evolutionary, historical-systemic, historical-categorical, paradigmatic, contextual, etc.) which have changed the general tendency and orientation of psychological search both in the sphere of theoretical understanding of the conceptual means of humanitarian knowledge, and in description of mechanisms of a mental reality.

So, the theory of psychological systems (V.E. Klochko) considering a person as a multivariate world defines that during an interaction of a subject with an object the new reality is born. The new reality is supersensible, i.e. describing the whole system which product of functioning it is, «doubled» as it is a qualitatively new formation which cannot be reduced neither to subjective, nor to objective. «Sciences are over-filled with categories fixing objective and subjective phenomena, but there are practically no concepts which could adequately fix that reality which discloses at attempts of a thought to penetrate into the space existing between spirit and substance, objective and subjective. Contrasts coexist here in a complex, but quite ordered system unity in virtue of what “the world of a person” turns out to be a part of the person, his/her continuation, his/her true body. The characteristic feature of this “humanized” space is its multidimensionality which results from integration into it of objective and subjective levels» (V.E. Klochko). The new perspective of search of essence and specificity of cognitive activity’s laws of a person reorients all levels of researches: methodological, theoretical, empirical ones. The subject matter of the science is interpreted in a new way. It is understood as «a complex system which center is a person, and the mentality is considered not as a hypodermic formation (in this case it would differ nothing from the fondly understood soul), but as that thing with which help a long-range action of the person is provided in his/her subject sense-value fields, a transition of subjective one (the current states of the person) into the subject world of the person and the return movement of the world into consciousness of the person are carried out and kept» [6, p. 9].

Reorientation of methodological principles in connection with the advent of the theory of psychological systems, change of theoretical constructs, search of new principles of construction of experimental and other methods of psychological research, development of such principles of psychodiagnostics which would be adequate to new understanding of a person as a complex self-organizing system (E.V. Galazhinsky), have brought out the applied branches of psychology and, first of all, its directions connected to features of development and formation of values of individual and group consciousness on qualitatively new level [7].

The information comprehending as final truth does not cause a pulsation of consciousness, does not give rise to partiality of the learning subject, it becomes «aloof» and «extinguished». Only from the contradiction between the available contents of realizing or potentially realizing and the external aspects of existence penetrating into the sense sphere of the learning subject arises that spark which generates



desire to think, come nearer to truth. «The sense, certainly, contains in any knowledge. However, its explication, understanding, and taking out demand special and hard work» [8, p. 23]. Considering sense as a means of connection of meanings with existence, with the subject reality and subject activity, V.P. Zinchenko analyzes the mechanism of sense-generating, sense extraction from meanings and an adequate sense estimation of a situation, states that sense extracted by the subject is not given to an strange observer, it is not always given to the subject of knowledge (nonverbal sense is, according to V.K. Vilyunas; a part «little undetermined by consciousness», by A.Ju. Agafonov) [9]. However an internal intention (impulse) if it has arisen in the given situation generates an aspiration to search for it during understanding. When extracting sense from verbal meanings the subject involves extralinguistic information to which images of a subject reality and also actions with it related. «From the characteristic of sense as an existing and non-observable formation there is a transition to the problem of the Meaning of Life (existence) which we shall not completely express in meanings» [8, p. 53]. Outside of this internal aspiration, outside of pulsation of sense essence we could not understand a source of cogitative activity, subjectivity and beingness of a thought. «The opposite process – a process of sense attributing, transformation or conversion of sense into meanings is not less interesting and complicated for the analysis. Such conversion, if it is carried out entirely, is a kind of «murder» of sense as such. Sense attributing or its understanding is an involving of something from the life's sphere in the sphere of language» [8]. Any conceptualization should anyway leave an element of non-attributing, a space for sense movement, a degree of freedom of cogitative activity. The mechanism of sense-generating is disclosed through «the joint analysis of cyclic and opposite directed processes of understanding of meanings and attributing senses... At the turn of these processes the new images having a sense load and making meanings seen (visual thinking), and new verbal meaningful forms, objectifying sense of the subject activity and the subject reality» [8] are born.

The described above mechanisms of sense-creation as the bases of personal formation determining life's priorities and values in the system of any life's realities, allow us to go on to a new level of understanding of that problem which is actually a subject of the analysis of the present article. Though, as it has been shown sense by its nature is intentional, however, it is obvious that under certain conditions of external influence its intention can get a certain vector and it is a certain resource from the viewpoint of the directed influence on development of the certain system of values, especially at the level of personality which is even in the process of his/her formation (teenagers, young men). From the point of view V.A. Ivannikov's approach revealing mechanisms of volitional regulation and forming of impulses to activity which gives sense analysis of activity [10] is certainly promising. Change or creation of additional sense is the mechanism of such regulation that allows strengthening or weakening incentive force of these or other motives. In psychological science a number of techniques which allow purposefully changing the



sense of action (i.e. the personal sense) have been developed: reassessment of the importance of a motive or a subject of need; change of a role, a position of the person; connection of the given and undertaken action with new motives, etc. These psychological techniques can be taken out to the level of methods of influence focused on forming of a certain ideology as a system of life's values of a person concerning social environment.

In order to develop an integral system of technologies of the directed influence on value sphere of a person (it is one of the priority tasks of work at the problem offered for consideration), it is necessary to overcome a certain discreteness which still exists in researches of the nature of sense at the present moment. For this purpose we shall try to integrate those aspects of initiation of sense-creation which have been distinguished and analyzed earlier.

In this connection we shall specify two important points concerning both the life's world of the person and the life's sense connected to it. Firstly, fragments of existence, artifacts of culture, natural phenomena got in an orbit of life's relations of the person and in that way gained for him/her a life's sense in the objective reality are not separated from his/her other realities. That means the person reflects the world not only at the associative, but also at the sense level. Sense-creation determined by life's necessity accordingly tends to expansion. Secondly, the life's world of a modern person including all his/her age steps promptly extends in conditions of more and more condensing virtual environment (television, computers, the Internet). We will not unequivocally assert that entering of a person into more volumetric spaces of existence is simultaneously entering into wider life's space, including his/her sense component, as in this case not real, but the virtual phenomena take place, but the subjective world of the person appears to be actively involved, and in the given case it cannot help reflecting in processes of sense-creation.

The further analysis of the sense-creation model leads to the other initial step of development of sense sphere of a person. If life's senses are determined by logic of a life, disclosed by its circumstances, are a sufficiently rigid structure adhered to vital necessity, with softly expressed psychological contents, then on the opposite side there are deeply psychological, steady, «core» (A.G. Asmolov, B.S. Bratus), senses of a person, as the supreme senses – values. This sense core structure of a person making its basic «Self» realizes a sense regulation of life's activity of a person.

Let's turn to the question of differentiation of sense processes which are carried out in the subjective sphere of a person. One of them, as it has already been stipulated earlier, is characterized as a sense regulation providing an existence of a person in the world. Another one can be characterized as a process of sense-creation as this internal, deep psychological structure of a person carrying out his/her life's regulation, also regulates a sense-creating process. Such understanding of a sense-creating role of the supreme sense levels of consciousness of a person, virtually taken out beyond mental – to transcendental sphere, is the most significant part in our model in particular in terms of becoming and enriching of the real life's world of a person.



Concretizing mechanisms of sense-creation, and meaning, on the one hand, life's senses as an attribute of the life's world of the person, and, on the other hand, the steady, core system of senses of his/her subjective world, we shall note the basic importance of interaction of the specified sense spheres of the person in the sense-creating process. Locking of the sense component of the subject experience of the person, the sense matrix of his/her consciousness on life's values of the life's world of the person transfers them to the rank of personal senses inversely influencing on the steady sense structure generated them. In interaction of two sense strategies in one and the same sense space of the person the process of sense-creation takes the nature of a sense self-actualization and mutual enrichment of the very sense strategies.

Interaction of the steady sense structure of the person and life's senses in one sense continuum, generating more and more complex sense levels – from relatively simple personal senses and sense attitudes up to the steady sense formations (sense dispositions, constructs, values), – are carried out by means of the transformed forms of life's relations. The well-known theory by M.K. Mamardashvili [11] about the transformed forms is introduced by the author directly into the sense structures of the person and further developed by psychologists. «As a result of this transformation, – notices D.A. Leontiev, – the contents undergo the certain transformations: the initial system of relations is curtailed, reduced and mediating links and intermediate dependences drop out, some characteristics of the subject which are functionally significant in the given transformed form are found out, and other which do not have meaning for corresponding aspects of its functioning are erased. All these transformations are determined by nothing but properties of the substratum in which the initial subject contents get its embodiment» [7]. The content of the cited text relates to senses as «other existence of some reality in an extrinsic substratum» [7], testifying about the certain interpenetration of sense and cogitative acts.

The fact of sense-creation is connected with one of the sides of the considered interaction which generates «fluidity» of sense, its ambiguous behaviour in various life's situations. In our opinion, this fact is worthy of being included in integrative model of sense-creation. The specified side is a steady sense structure of consciousness of the person, his/her basic «Self», his/her «core senses». As a leader sense-creating technology in our model we use a dialogue which understood in the broad sense, according to Bakhtin, as a dialogue of cultures [12], and, at the same time, carried out in a narrow point of the individual consciousness. However, we focus on that fact that in the literature it is defined differently: as «an event of communication», as «a mutual reflection», as «sense disclosing with the help of another sense», as «linking of supposing thoughts», as «a displacement, shift between oppositional poles of the connected phenomena», as «a polyphony of points of view», as «a context of correlation of various cultures», as «keys to declassifying a code» (used terminology by M.M. Bakhtin, M. Heidegger, G.G. Shpet).



Considering the problem of sense initiations as a basis for forming personal values, we tend to premise about a key role of dialogue in the sense-creating process of the person, however, supposing «flashing» (insight) character of creation of sense in a particular situation, an out-of-dialogue form of absorption of a more significant for an individual sense by less significant one. In our opinion, out-of-problem cannot be considered as the main field of forming and developing of the sense basis of the person; the dialogue accompanied with problematical character is a maximum significant factor of sense-creation as it will be shown further on a psychological-didactic material. In our model dialogue has a central place at the crossing of diagonal and vertical lines of sense-creation.

The horizontal line of sense-creation is submitted by an interaction of oversituational, core senses of the person and life's senses as a system of his/her relations with surrounding people, as acts of his/her «communication» with subjects of culture which are significant for him/her. At the same time the horizon of the life's world of the person is not foreseeable, and relevant zones of sense-creation of the person, forming of his/her life's and personal senses and also more complex sense structures tend to expansion due to actualization of potential zones. Interaction of the steady sense structure of the person and his/her life's senses, their oncoming movement also means nothing else than dialogue. As we have just told, any dialogue has the sense nature, but here it is sense-based initially, and its function, through approachment and an aggravation of senses, their mutual adaptation, a situation of a choice and other mechanisms of sense interaction is a gain of existence, enrichment of consciousness.

The vertical line of sense-creation is set by a line between the steady sense structure of the person, his/her internal «Self and structures of mentality of the lowest level. The other levels: cognitive, affective, creative are, naturally, situated between them. As it has already been emphasized, all contours operate at once. However, the vector of influence is directed from the side of a sense-personal contour to the side of structures of the person of less higher order, subordinating them to it in the certain limits. This is a direct sense influence. An example of an inverse influence can be a physical appearance of a future actress taken in correlation to her professional prospect as a sense of life. The interactions which are carried out within a vertical line of sense-creation have, if to draw a conclusion, a dialogue character. A dialogue of such sense formations which are inherent in various levels of mentality of an individual «pulsates» in an internal struggle of inclinations and realized expediency, emotional and rational parts, desires and rational activity.

In the point of crossing of horizontal and vertical lines of sense interactions and in space surrounding it there is a center (point) of the sense singularity – maximum sense saturation. This conventional name (by analogy with singularity as a physical phenomenon when under the influence of an unknown matter the whole earlier existing world view changes in a split second, when in one point of space-time there is an infinite transformation of infinity) allows us to understand in what way «insight»



of self-understanding and reassessment of those values which before it seem to be steady enough arises. Can a person suddenly change his/her values, transform his/her life's prospects and priorities? Yes, in the certain circumstances it is possible. This is just what biologist F. Kapr wrote about: «While a person is confident that his/her boredom and pessimism tell him/her the truth about the universe, he/she refuses to make any efforts. But if, as he/she were a sinner of Ivan Karamazov, he/she feels an unexpected flash of «sense», then he/she can become invincible and invulnerable; to walk ten billions miles will be an entertainment for him/her» [13, p. 21]. These personal transformations cannot be explained from the point of view of determinism. They can be comprehended only due to understanding of intention of sense-creation.

One of vectors of system of coordinates offered in our model coincides with the horizontal line of interaction and is inverted from the internal subjective world to outside, to sense essence of fragments of life's existence of the person: for example, sense of a fiction, of information in mass-media. Other vector which is conterminous to a vertical line of interaction is inverted to the person himself/herself, directed on the very subject, on the person's own activity. In this case they say: «sense of my actions in that», «I cannot see any sense in this my activity», «my activity is not absolutely senseless».

It is possible to assume that revealing in a dialogue to the person senses of something that in outside of the person, and senses of acts of one's own activity, behaviour of one's own sense structure can begin a dialogue with each other. This dialogue enters us in a problem of consciousness and behaviour, views and acts, positions and actions of a person and approaches us to understanding of those mechanisms which underlie our world outlook, our ideology. Understanding of dialogue mechanisms as the base of influence of one person on another should be considered in the context of forming of the ideology focused on antiextremist values.

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**Brizhak Z.I.**

## Psychological support of official activity as a basis of professional formation of the investigator

*This article is devoted to actual problems of psychological support of investigatory work. In detail the author reveals the concept of psychological support. Also there are presented the results of the flight empirical research devoted to studying of influence of professional work on personal features of employees of the Investigatory committee. The received new empirical data can find application in scientific psychological-legal researches, methodical course books and also in practical work of personnel service of the Investigatory committee of the Russian Federation.*

**Keywords:** *psychological support of official activity, professional work of the investigator, personal profile, personnel reserve.*

According to Alexander Ivanovich Bastrikin, Chairman of the Investigatory committee of Russia, the requirements shown by the twenty first century to professional level of investigatory work have immeasurably increased and continue to become complicated [1].

Rapid economic and social transformations at the present stage of development of Russian society have predetermined high importance of a problem of studying of the person as the subject of activity. From the personality's level of preparation – professional, legal, psychological – in many respects there depend its personal success, success of the enterprise and society development in whole.

The problem of influence of professional work on personal features of the professional draws attention of representatives of various branches of psychology. As the researches show, each trade places a demand to individual psychological qualities of the person; the more difficult and responsible is the trade, the more three-dimensional and insistent is the content of the demand. At the same time professional work, being significant for the person, exerts appreciable influence on his value orientations, attitudes, motives of activity (I.V. Abakumova, K.A. Abulkhanova-Slavskaya, B.G. Ananiev, L.I. Antsiferova, A.G. Asmolov, A.A. Bodalev, A.V. Brushlinsky, K.M. Gurevich, S.T. Dzhanerian, A.I. Dontsov, P.N. Ermakov, Y.M. Zabrodin, E.A. Klimov, V.B. Olshansky, K.K. Platonov, A.V. Petrovsky, A.A. Rean, Z.I. Ryabikina, V.I. Slobodchikov, V.V. Stolin, V.D. Shadrikov, M.S. Yanitsky, etc.).

Thus, special value there gets studying of activity kinds connected with law enforcement and safety of citizens. Now it is gathered the huge material devoted to



problems of perfection of professional work of experts of law enforcement bodies and other state structures (V.S. Ageev, P.P. Baranov, S.P. Beznosov, V.L. Vasiliev, A.A. Derkach, O.Y. Mikhailova, A.I. Papkin, V.M. Pozdnyakov, A.M. Stolyarenko, A.R. Ratinov, V.Y. Ribnikov, etc.). Unfortunately, there are insufficiently developed psychological aspects of such kind of law-enforcement activity as an investigatory activity.

Researches in the field of psychological ensuring of activity on detection of crimes have just begun.

Professional work of inspectors of the Investigatory committee of the Russian Federation occurs in special conditions and is characterized by influence of a considerable number of stressful factors.

Actual problems of improvement of quality of investigatory work objectively place increased demands to inspectors. For a long time in the world practice there is already a developed system of professional psychological selection of experts of various trades. According to A.M. Stolyarenko (2001), activity of the divisions entering this system is considered as one of important links of the state policy directed on studying, account, rational distribution of use of society's intellectual resources.

In spite of the fact that the problem of psychological selection has developed enough theoretical bases and practical results, thanks to researches of V.A. Bodrov, G.M. Zarakovsky, B.F. Lomov, V.L. Marischuk, A.G. Maklakov, V.N. Mashkov, V.A. Ponomarenko, K.K. Platonov, V.A. Pukhov, V.Y. Ribnikov, B.G. Bovin, A.D. Safronov and many other authors, it cannot be considered as solved in relation to variety of trades.

Professional work of the inspector is one of them.

Now there are actively developed problems of psychological selection and prediction of success of professional work of employees of the Investigatory committee of Russia (V. Belokon, N. Borisenko, I.A. Borodin, Y.Y. Buzikina, P.N. Ermakov, S.V. Popov, V.K. Pyastolov, A.E. Tarasov, etc.), problems of psychological preparation of inspectors (P. Korzh, I. Klopov, O.Y. Mikhailova, S.N. Fedotkin, S.B. Tselikovskiy), psychological problems of human resource management (T.E. Zulfugarzade, S.V. Ternova, V.A. Tolochek).

At the same time problems of psychological support of the office activity are out of sight. As *psychological support* we understand a scientifically well-founded system of organizational and psychological actions directed on creation of favorable conditions of formation of the professional's personality and maintenance of extra efficiency of employees' activity at all stages of their professional career. At working out of programs of psychological support of the inspector's office activity, prediction and account of specific effect of a content and conditions of professional work on personal features of employees is one of problems.

At present it is especially distinctly shown the necessity of definition and estimation of potential abilities of the concrete person to investigatory activity; revealing of persons with psychological instability among employees; asocial attitudes, mercenary motivation. All these dictate obligatoriness of the psychodiagnostic research allowing to open personality's structure, to describe its characterologic features. Besides, it is required not only estimation of a status of the young inspector, actual at the moment of check, but



also prediction of their professional development, influence of factors and conditions of forthcoming work on them, possibility of the individual's adaptation to them [3].

Contradiction between the personality's individual-psychological qualities and rather specific, at times very rigid professional demands can promote occurrence of the state of psychentonia and development of various forms of professional deformation among many of them. As a result, as a rule, all these lead to dissatisfaction in the office position, the selected trade that in turn is reflected in quality of work.

All aforesaid has defined the urgency of the flight research carrying out.

Studying of influence of professional activity on personal features of employees of the Investigatory committee became **the aim of the flight research**.

As the **subject of the research** there have acted personal features, value sphere, motivation of professional work of employees of the Investigatory committee.

Employees of the Investigatory committee of the Russian Federation of the South and North Caucasian federal districts with experience of investigatory work up to three years became the **object of the research**. Total number of the interrogated has made 100 persons.

**The research methods.** For carrying out of the flight research we used: the standardized multifactorial method of research of personality (SMRP), the questionnaire of S. Schwarz on studying of personality's values in adaptation of V.N. Karandasheva, the "Map of professional choice motivation" questionnaire.

So, for us the conducted research has found out rather interesting results which we have presented in this work.

Table 1

**Average indices of the SMRP scales of employees  
of the Investigatory committee of Russia**

Scales	T-points
L	54,03
F	57,75
K	53,72
1. Hs	53,19
2. D	55,41
3. Hy	52,16
4. Pd	57,19
5. Mf	49,17
6. Pa	55,84
7. Pt	57,75
8. Sc	49,88
9. Ma	56,03
10. Si	49,25

As it follows from the table 1, indices on the scale L are in the limits of average value. All inspectors examined by us do not aspire to show themselves, though the group recently typed on service, as a rule, is more interested in results of testing. Among the



representatives of this group there are also high enough indices on the scale F, differentiating norm reactions from deviating behavioural reactions. It can testify to the raised pressure in a situation of research, interest in its results. The scale K, directed on definition of a degree of openness of examinees, also has found out high values: they show disposition to "I" protection.

The personal profile of the examined group in whole is in the limits of average values that corresponds to norm of reaction. The obtained data testifies that the personal profile of the group representatives finds out some increase on the first three scales that specifies in their some great degree of frustrativeness (though within the norm). Also the examined inspectors have found out a certain increase on the second scale (D). It is shown by a sensation of threat, presence of the raised internal stress. At the beginning of the research the profile of this group has also higher index on the third scale that can testify to insufficient elimination of any anxiety, aspiration to support and sympathy of associates.

On the fifth scale, reflecting a degree of identification with traditional socio-cultural role of the man, there have been received average values that points to a high degree of gender man's identity.

On the seventh scale young inspectors have shown the maximum peak that testifies to presence of constant readiness for occurrence of anxious reactions. Persons of this kind are characterized by special attention to negative "signals" of environment. They aspire to put even the insignificant facts front and center, to consider and expect even improbable possibilities. For them the situation is represented as difficult, determined by a great number of factors that causes subjective uncertainty of a situation and some increase of their anxiety.

Also the peak in indices is found out on the ninth scale of the profile; it allows to draw a conclusion about presence among young inspectors of a tendency to deny problems, to neglect difficulties. Besides, for such persons it is characteristic an excessive activity, reevaluation of own possibilities, insufficient self-control, low intellectual control over emotions. And coupled with increase on the second scale (D) it is possible to talk about presence of certain doubts in own forces and abilities that causes necessity of constant acknowledgement of self-appraisal and promotes increasing of achievement motivation.

Thus, our examinees differ by lower degree of adaptedness to a life situation combined with high level of achievement motivation and more expressed activity. These are the personal features that have defined, how it is represented, their coming on this place of work. Novelty and uncertainty of the future define that employees of the IC are characterized by greater sensitivity to psychological implied sense of situations, they are more reflective, less categorical in estimation of a situation and own possibilities, more dependent on opinion of other people and degree of success of own actions.

For decision of the following problem of the flight research we have used the technique of S. Schwarz [4].



The results of studying of the structure of values at the level of the standard ideals, received in the research, are presented in table 2.

Table 2

**Average indices of importance and range values of types of values at the level of standard ideals in initial research**

<b>№</b>	<b>Types of values</b>	<b>Points</b>	<b>Ranks</b>
1	Conformity	4,12	10
2	Traditions	4,40	8
3	Kindness	4,85	4
4	Universalism	4,56	6
5	Independence	5,31	1
6	Stimulation	5,25	2
7	Hedonism	4,50	7
8	Achievements	4,67	5
9	The power	5,15	3
10	Safety	4,35	9

From the table data it is obvious that importance of the presented values is at the level of standard ideals.

At the level of standard ideals for all employees who have entered into the sample, the most significant is such type of values, as "independence". This value has received the first rank. And values of "tradition", "safety" and "conformity" possess the least importance.

Low estimation of the importance of the "safety" value by the persons called to protect it looks somewhat paradoxical. However it is connected with the very technique's structure. The qualitative analysis of the answers of the examined employees has shown that in their consciousness there are distinctly distinguished the importance of value of collective safety (the country, the state, the nation), and personal safety (family, self, relatives and colleagues). In the research the examinees have initially shown a high level of openness to change. At employment the first three ranks of importance degree there occupy such values as "independence" (1), "stimulation" (2) and "power" (3), and the first two values ("independence" and "stimulation") concern the above named motivational structure. It is necessary to notice that, according to S. Schwarz [1994], the power and achievement values are focused on social respect, however *the power* values (authority, riches) underline achievement or preservation of a dominant position within the limits of a whole social system while values of *achievement* (for example, successful, ambitious) underline active manifestation of competence in direct interaction.

On the contrary, indices of the opposite motivational structure – conservation, - are originally considerably lower in this group. Values attributed to this motivational structure ("traditions" (8), "safety" (9), "conformity" (10)) take the lowest positions in the hierarchy.



At the initial testing among representatives of this group the values of “achievement” and “power” take accordingly the fifth and the third position that specifies in absence of the expressed tendency to self-enhancement. At the same time the opposite motivational structure of self-transcendence, including “kindness” and “universalism”, is also expressed at the average level (they take accordingly the fourth and the sixth places in the hierarchy of values of the analyzed group’s representatives).

The results received in the research at the **level of individual priorities** (that is in concrete acts) are presented in the table 3.

Table 3

**Average indices of importance and range values of types of values at the level of individual priorities**

Nº	Types of values	Points	Ranks
1	Conformity	0,94	10
2	Traditions	1,50	8
3	Kindness	2,75	4
4	Universalism	1,00	9
5	Independence	3,35	1
6	Stimulation	3,06	2
7	Hedonism	2,63	5
8	Achievements	2,00	6
9	The power	2,94	3
10	Safety	1,88	7

At the very first research at the level **of individual priorities** there have been found out very interesting results to the analysis. Among inspectors of the IC at the level of individual priorities, as well as in the system of standard ideals, there dominates the value of “independence” which, after S. Schwarz, reflects a high level of need for self-control, independence in decision-making and autonomy, and the second rank in the hierarchy was received by “stimulation”, as need for new impressions and experiences.

The values concerning motivational structure self-enhancement – “power” (3) and “achievements” (6) – take the almost same places, as in the standard ideals’ structure. At the same time the value of “hedonism”, also included into this structure, is at the level of average values, and at the level of concrete priorities it takes the fifth place in the value hierarchy.

The values entering into motivational structure “self-transcendence”, at the level of concrete acts among the representatives of this group have essentially lower level of expressiveness: “kindness” (4) and “universalism” (9).

There attracts attention the fact that at the level of concrete acts among the employees of IC values of the “safety” type receive higher value: if in the hierarchy of standard ideals it takes only the ninth place, at the level of individual priorities it moves on the seventh place.

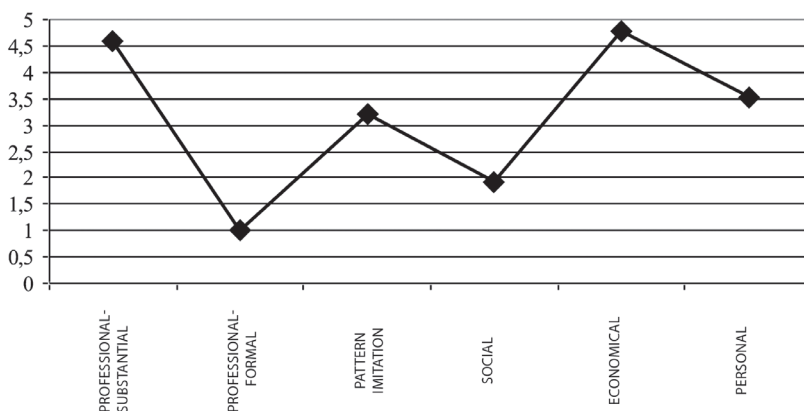


The received results allow to draw a conclusion on a sufficient harmony of the IC employees' value sphere and on absence of internal conflicts among them.

As it was already marked earlier, for studying of professional orientation of the IC employees' personality there has been used the modified variant of the "Map of motivation of professional choice" technique.

It is natural that professional work and choice of a sphere of application of professional possibilities are polymotivated. In the flight research of the IC representatives there has been revealed the structure of their professional motivation.

For descriptive reasons the obtained data is presented in the form of the diagram of the motivational profile (picture 1).



**Picture 1.** The results received after the "Map of motivation of professional choice"

As it is obvious from the picture 1 the young inspectors recently employed at the IC had leading two groups of motives in motivational sphere: economic (stable earnings, decision of household problems etc.), received on the average almost maximum estimation – 4,79 points, and connected with substantial aspects of activity (appeal of professional work connected with communication, aspiration to vigorous activity and so forth), also highly significant – 4,58 points.

The following on importance degree is the group of personal motives which importance is also at a level of high values among the representatives of this group. And, at last, one more group of motives, which index is within the limits of average values (3,53 points), are motives of pattern imitation, including orientation on some external samples (friends, images of heroes of films and books, family traditions etc.).

In the general structure of motivation of professional work of the IC employees at employment, to less significant motives it is necessary to attribute the group of



professional-formal motives which are focused not on the contents, but on external attributes of professional work (disposition to the militarized service; desire to promote; possibility to have fire-arms; possibility to receive special training, etc.).

While the IC employees highly estimate expressiveness of such motives as “aspiration to risk, danger” and “aspiration to overcome, to change the character” among themselves. The index of importance of the motive of “possibility to self check up in difficult situations” is equal to 3,89.

Thus, for the IC employees at employment as the most significant there were economic motives and the motives connected with substantial aspects of activity.

Apparently, it is possible to believe that at employment the IC employees are guided by rather idealized representations about the future professional work.

The whole stated above allows to assert that initially among the IC employees at the personality’s professional orientation there prevail motives of self-realization and self-actualization (after classification of A. Maslow).

The research results supplement and expand theoretical positions available in legal psychology about influence of professional work in law-enforcement sphere on personal characteristics of employees, specify and concretize representations about structure and specificity of changes of mental properties of employees of the Investigatory committee of the Russian Federation.

Changes of psychological characteristics of the IC employees found out during the research allow to use the received results at working out of effectual measures of psychological support of their professional work, directed on both prevention or softening of negative influences, and on a reinforcement and development of positive tendencies in dynamics of personal properties of employees.

It is reasonable to notice that personal features of young inspectors studied in the flight research do not exhaust all variety of the system of internal determination of professional formation of the inspector’s personality. The independent scientific analysis is demanded by the character of mutual relations which have developed in collective, features of legal consciousness of the inspector, and also communicative competence of employees. The received new empirical data can find application in scientific psychological-legal researches, methodical workings out, and also in practical work of personnel service of the Investigatory committee of the Russian Federation.

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## HEALTH PSYCHOLOGY

Sidorov A.V.

### Psychological models of overeating and obesity

*The basic psychological models aimed at an explanation of mechanisms underlying eating disorders and causing a growth of overweight and obesity are considered. The submitted models are focused on one or two of described by T. Van Strien dysfunctions: a restrained, emotional or external style of eating behaviour. The data of foreign and domestic researches studied the influence of diets, distress, personal and family factors on overeating and obesity are cited. It is noted that the further specification of the hypotheses which have been put forward within the framework of various models explaining eating disorders obviously requires carrying out of population researches.*

**Keywords:** eating disorders, obesity.

#### Introduction

Last decade many authors of scientific publications emphasize psychological factors in genesis of forming overweight and obesity. In overwhelming majority of cases the process of forming overweight is considered to be actuated by decrease of physical activity and various eating disorders causing overeating [1, 11, 12, 16, 20, 25].

Clinical forms of eating disorders – anorexia nervosa and bulimia nervosa – have been revealed, but there is also a great number of subclinical variants and displays of disorders of eating patterns, including overeating, a pathological hunger, frequent «snackings», a syndrome of night meal, meal's self-restraint and strategies compensating overeating.

In researches of eating behaviour the Dutch Eating Behavior Questionnaire (DEBQ) for assessment of restrained, emotional, and external eating behavior [21] is frequently used. A restrained eating behaviour is characterized by deliberate efforts directed on achievement or maintenance of a desirable weight by means of self-restraint in food. At an emotional eating behaviour a desire to have a meal emerges from negative emotional states. And at an external one a desire to have a meal is stimulated with not a real hunger, but with an appearance of food, its smell, its texture or with a sight of other people eating food.

Let's consider the basic psychological models aimed at an explanation of mechanisms underlying eating disorders causing a growth of overweight and obesity. The majority of these models are focused on one or two dysfunctions (eating disorders), and for confirmation of set up hypotheses they use data received in studying both



adults and children, as it is considered that the mechanism of development of obesity is identical at children and adults [20]. It is also necessary to note that the researches confirming hypotheses of various models have basically been carried out on female samples and the issue of gender differences in eating disorders resulting in obesity still remains open.

### **Diets and overeating**

Eating disorders can be considered as a result of a socio-cultural pressure since slenderness and beauty have been connected with a social, sexual, interpersonal and professional success in mass media. Models combining teenage and anorexic features have become ideals of female beauty. According to the American researchers the average weight of models is by 23 % less than the average weight of women in population, therefore the ideal of beauty is practically unachievable for many people. Nevertheless, it is known that at present in the USA approximately 25 % of girls and women «are on» a diet in spite of the fact that it has been known for a long time that in most cases keeping to diets subsequently leads to a rebounding weight gain and overeating.

C. Peter Herman and Janet Polivy have offered a boundary model of eating for an explanation that if a diet is strict and «emotional» (it is psychologically experienced as a «suffering»), it will in its time inevitably result in a failure (relapse) in a form of an uncontrollable episode of an excessive overeating [32]. According to this model, between mechanisms of hunger and satiation there is a space which is influenced by cognitive, rather than biological factors. People who «are on» a diet will have the bottom hunger boundary lower, and the upper boundary higher, than people who are not keeping to a diet. Thus, people who are on a diet «impose» on themselves one more upper boundary which is below their biological boundary of satiety and has an authentic cognitive origin. When an attempt of the person who is keeping to a diet to restrain himself/herself in food fails, he/she faces alone his/her biological boundary of satiety which is upper, than the person who is not «keeping to» a diet has. This phenomenon has been named «counter-control», which means that in fact people keeping to a diet wittingly control their food consumption and are inclined to overeat at easing of self-control and experience of stress. Thus, the person who are on a diet will paradoxically have more and more problems with overweight.

The given model is proved with researches in which respondents informed that keeping to strict diets had foregone their first episodes of overeating and frequently occurred in practice cases of a rebounding weight gain after stopping of keeping to diets.

In our country T.G. Voznesenskaya has analyzed the principal causes leading to a relapse of overeating (a dietary failure and overweight) during dietary treatment of obesity [2]. The first reason is an emotional instability arising as a result of following strict diets which has been called «dietary depression». The second reason is connected



with that fact that in the course of time the weight stops losing against the background of continuing therapy. The appearance of «a weight plateau» causes a disbelief in the treatment efficiency and, accordingly, to its cancellation. According to the author's data, obese patients with emotional eating behaviour receiving an isolated dietary treatment experience «dietary depression» symptoms in a varying degree in 100 % of cases. Moreover, 30 % of obese patients without clinically apparent forms of eating disorders against the background of dietary treatment have an appreciable emotional discomfort forcing them to refuse the therapy.

The boundary model is supplemented with the cognitive theory of «perfectionism», which explains the occurrence and the chronological development of bulimia nervosa [3, 27]. There has been made a supposition that perfectionism (in a form of an aspiration to have an ideal figure) and dichotomous thinking (a polarized judgement about one's own body: «ugly corpulent – ideally slim») can generate a concern in the body's form and weight, force patients to keep to a very severe dietary restrictions and start eating failures. There is a hypothesis that following a diet is a form of so-called positive perfectionism which lets patients feel emotions of success, their own force and moral superiority over others in living circumstances which are perceived by them as unavailable for control and, in general, as unsuccessful [3].

However, the boundary model and the theory of perfectionism are mainly used for explaining bulimia nervosa, and it would be strange if they could explain all problems of eating behaviour of obese people.

### **Distress and overeating**

In order to explain emotional eating behaviour resulting in obesity, H.L. Kaplan, H.S. Kaplan have offered a psychosomatic model [28]. The given model combines the social learning theory with the stress concept. According to the psychosomatic model, the stimulus for food intake becomes not a hunger, but an emotional discomfort: a person eats not because he/she is hungry, but because he/she is disturbed, irritated, he/she has a bad mood, he/she is depressed, he/she feels bored, lonely, etc. Figuratively speaking, the person with an emotional eating behaviour «eats up» his/her sorrows, anxieties and troubles the same way as the person who has used to alcohol «washes down» them [2]. Thus, obesity can be a consequence of the learnt inability to distinguish between a hunger and an anxiety state. As a result of it individuals react to stress like to hunger, increasing food consumption and, consequently, they have overweight. Three hypotheses describing psychological benefits from overeating and obesity have been put forward [32]. According to the masking hypothesis obese people used overeating to mask their distress in other areas of their lives. Overeating when distressed, they attribute their distress to their overeating rather than to more uncontrollable aspects of their lives. Thus, the real problem is masked with the problem of overeating or overweight. The hypothesis of comfort postulates that food consumption provides a state of comfort, serves for a consolation and relief of distress of corpulent individuals



or dieters. According to the hypothesis of distraction food consumption can distract from anxieties: food draws attention of corpulent individuals or dieters so much that it can distract them from causing distress circumstances, at least, for the eating period.

The psychosomatic model emphasizes the significance of mother-child relations in the genesis of obesity. If a mother has used feeding for a long time in response to various displays of negative emotions of her child to calm him/her then in the process of his/her growing, the child becomes unable to distinguish between a hunger and other discomfort states. As it is known difficulties in distinguishing between feelings and physical sensations are one of the components of alexithymia.

Many authors noted a prevalence of alexithymia among obese people which, as a rule, is combined with depression. The food consumption for the given patient category is a kind of an internal controller of a psychological tension. K. Wheeler and R.D. Broad consider alexithymia not only as a factor predisposing to obesity, but also as a factor impeding an excess weight loss [35].

Some researchers believe that appetite disorders, behavioural dependence on food, impulsiveness, growth of excess weight are symptoms of depression. The hypothesis about a mediating role of a negative image of one's own body between depression and obesity degree has been put forward [26]. According to this hypothesis obese people are stigmatized on the basis of their appearance. The stigma of abnormal body – obesity – influences social interactions between people. Hence, obese people are less loved and frequently teased that can provoke chronic feelings of depression, guilt and reduced self-appraisal.

It has been found out in longitudinal studies that obese people till the period of weight gain have been less depressed in comparison with people with normal weight. It has also been shown that patients taking part in programs of weight loss frequently have symptoms of so-called dietary depression. In the research of G.J. Musante et. al. [31] the relationship between obesity, depression and overeating has been revealed only at women. While women's eating disorders developed in response to negative emotions such as anger, sadness, inefficiency, loneliness and exhaustion, obese men were inclined to overeat in response to positive affective and social incentives (for example, in a state of excitement or joy, during communication with friends, different actions). In the research of P.R. Costanzo et al. [23] overeating of both men and women has been connected with depression and failure in keeping to diets. However women in contrast to men were found out to have an interrelation of overeating and a low self-appraisal. Thus, obese men overeat in response to strong negative emotions directed outwards whereas women were inclined to overeat in response to internal disgust for themselves.

In our country V.I. Krylov [9] and N.Ju. Krasnoperova [8] distinguished different types of depressions of patients of bulimia nervosa and obesity.

Comorbidity of obesity and depression are admitted by many authors. The results of longitudinal studies show that depression precedes obesity at girls-teenagers, but not at boys, and that obesity precedes depression at adults [25].



### **Personality and overeating**

Within the framework of the personality approach the role of personality in development and maintenance of eating disorders resulting in growing of overweight is investigated. According to the externality theory obese people develop increasing reactivity for food. For these people a smell, an appearance or a presence of food produces a direct reaction which is eating ignoring internal feeling of satiety. They could be characterized as «external-eating» with externality as a personality trait [21]. The typical research of 70th is an experiment with 107 girls aged 9–15 years old [20]. In a summer camp there was an abundance of food during 8 weeks. Children were allowed eating «whatever their hearts desire» without any restrictions. The girls highly estimated in externality subsequently obviously more gained in weight than others. It is necessary to note that regardless externality has not been explained yet by means of any reasonable theory therapeutic techniques focused on reduction of external reactivity for food stimuli are very effective.

In polling measurements obese people are found out to have such a trait as impulsivity and they are more often than others involved in impulsive activity such as drug and alcohol abuse. Bulimia nervosa patients are revealed to have a significant link between impulsivity and children's traumatic experience of violence and humiliation. Anorexia nervosa patients are noted to have no such a link [22].

In domestic medical psychology and psychiatry various researches have investigated: different psychopathological aspects of eating disorders and obesity [5, 7, 8, 9, 13], clinical-psychological characteristics of women with a problem of overweight [1, 14, 10, 17]. The first attempts to investigate coping-strategies (ways of coping with stress) of obese women [15] and children with biliary dyskinesia and obesity [18] have been made. In these researches personal and psychological characteristics have been studied with the help of various clinical tests and techniques: the Minnesota Multiphasic Personality Inventory (MMPI), the Giesener personal questionnaire (Giesener Beshwerdebogen or GBB), the Spielberger State-Trait Anxiety Inventory, the Beck Depression Inventory, the Toronto Alexithymia Scale (TAS), etc. Therefore the results received in the given researches to a greater extent describe a level and a character of psychopathological disorders of obese women rather than specific to the given patient category of features of personality.

At the present time there is an evident shortage of research of obese patients' personality by means of non-clinical methods which do not propose to make any diagnoses. So, only in one research the Sixteen Personality Factor Questionnaire (16 PF) by Raymond B. Cattell and his colleagues was used to define individual-psychological traits of women suffering from exogenous-constitutive obesity of the second and third degree [4]. And it was shown that the averaged psychological profiles of examinees of experimental and control samples (according to Raymond B. Cattell's questionnaire) essentially differed in such factors as «C» (Emotional Stability), «Q3» (Impulsivity) and «MD» (Level of Aspiration, Self-Appraisal).



The alternative approach to the problem of specific personal traits of obese people states that obese people cannot be attributed to a certain personal type as they form a heterogeneous group.

An attempt to set up a typology of personality of obese people has been made in the research by H. Thompson-Brenner [33]. The author distinguishes the following three groups of patients by means of the cluster analysis:

- 1) the highly functioning / perfectionism-oriented group of people having a high rate in Global Assessment of Functioning Scale, a low incidence of psychiatric hospitalization and essentially lesser personal pathology than people of other groups;
- 2) restrictive / super-controlling patients show narrowing and restraining of need for pleasure, emotions, relationships, self-reflection, sexuality and profundity of other people understanding that, as a rule, is «playing to the end» or «completing» in the domain of eating disorders;
- 3) patients of the third group tend to be emotionally unregulated, uncontrolled or impulsive.

The author notes that the above described three patterns are not only clinically identifiable, but they are also similar to the data of previous researchers which used cluster analysis for patients with eating disorders.

### **Family and overeating**

Some authors emphasize the important role of family in development and maintenance of eating disorders and obesity. According to Leann L. Birch's data [19] food is frequently used by parents for strengthening desirable or undesirable behaviour of their children. Parents, awarding children sweets, increase the attraction of sweets in general. Specific interactions between parents and children also explain other forms of the learnt behaviour such as «always to eat up to the end». The author accentuates that such skills as a delay in satisfying the requirements, tolerance of hunger, coping with frustration, resistibility to food persuasions are abilities of self-regulation which are gradually gained by means of education and upbringing. Within this context the permanent eating can be considered as a behavioural deficiency which is an unlearned normal eating habit. The deficiency of eating control of some obese children can included in the general deficiency of self-regulation ability. In such cases obesity treatment undoubtedly assumes an influence on parental skills.

Within the framework of John Bowlby's theory the researches have shown that there is a correlation between eating disorders and disorders of attachment patterns, which are forming in an interaction of a mother and her child. According to the data of these researches anxious-avoiding attachment style prevails among patients with anorexia symptoms, and patients with bulimia symptoms frequently show neglecting and avoiding styles [34]. The other psychoanalytical researches note that a family provoking a development of eating disorders consists of a super-controlling, perfectionism-oriented mother who is not supporting her child's attempts to sepa-



rate, an emotionally refusing father, and a child who feels refused, controllable and inadequate. Researches in the family psychotherapy area have shown that families of obese people are characterized by insufficient correlation between subsystems and a little autonomy of family members. According to W. Kinston's review [29], interactions in families with obese children are more conflict and hostile, moreover, parents frequently reject their children openly.

As a whole family therapists focused on the process of maintenance of the obesity problem by family system instead of studying various aspects of eating disorders. So, William J. Doherty and Jill Elka Harkaway [24] have suggested using the Family FIRO Model for understanding and assessment of the family's way of organizing itself in reply to obesity of one or several of its members. The given model is an adaptation of the FIRO Model introduced by William Schutz to family systems. Three central (core) processes are categorized in family interaction: inclusion describes the family organization and family relations; control refers to interactions connected to the influence and power, and describes family members' way of interacting when they have different needs and purposes; intimacy / affection relates to deep emotional relations among family members and is characterized by a degree of an emotional disclosure. On the basis of clinical experience the authors of the Family FIRO Model specify various family patterns of obesity. So, for example, obesity can be a marker of a union or an alliance in the family, to defend a family border, delaying their child's leaving for an external world, to provide matrimony safety, etc.

In our country coping-strategies in families of children with biliary dyskinesia and obesity [18], interrelations in families of women with bulimia [8], a role of incorrect upbringing in forming personality of patients with eating disorders [9] and obesity [6] have been investigated.

In spite of the fact that some authors consider the family approach to eating disorders' treatment as one of the most prospective, it is necessary to note that researches of the role of family environment in forming eating disorders are not numerous yet. It is probable because measurement of family interaction is very difficult. Besides, all these researches are cross-block and longitudinal researches are necessary in order to understand in what way inefficient parental upbringing and dysfunctional family climate can support or strengthen the problem of obesity.

### **Conclusion**

The variety of the described psychological models of eating disorders once again confirms that psychological mechanisms of development of eating disorders resulting in obesity are more complex, than it seemed to be earlier. Within the framework of the given models the majority of researches was carried out on so-called identified clients – patients of different centers and clinics. Therefore further specification of the hypotheses which have been put forward within the framework of various models explaining eating disorders obviously requires carrying out of population researches.



It is also noted in the foreign scientific literature that researchers have relatively recently begun to study gender aspects of eating disorders. Men are considered to have lower parameters on different test scales estimating eating disorders in comparison with women [30], but such understanding is obviously insufficient and further gender researches are required.

There is no leading theory explaining mechanisms of development of eating disorders and obesity yet, that is why now medical psychologists and psychotherapists have to try various hypotheses about influence of different factors when the next obese person asks for help.

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## PERSONALITY PSYCHOLOGY

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### Temporal models of identity

*The research is executed with financial support of RSCF, the project №11-06-00257a*

*There are discussed dynamic variants of identification processes. Being based on a model of normal and pathological variants of identification they distinguish three basic forms of a possible temporal vector: postfigurative, configurative and prefigurative. Their possible combinations, crossings and basic restrictions are described.*

**Key words:** *identification models, identity, identification disturbances.*

Realization of individual self-identification of the person besides the possibility of choice of certain models of behaviour, social and gender groups, belonging to values of either formal and informal cultural or subcultural associations [7, 17] should include conscious or unconscious temporal and dynamic characteristic of this choice. Whether the models for identification originate in the past, the future or the present? What is direction of their development: in the past, in the future or time dynamics is not provided at all? Whether this orientation eventually changes? This dynamic characteristic is extremely seldom discussed in the works devoted to a problematics of self-identification [22] though it represents one of the major qualities of this choice providing its persuasiveness, stability, legitimacy and internal consistency. Temporal factors of identification are basically discussed in the network of the problem of narrative identifications, its time coherence, possible trajectories, prospects, purposes and choices [15, 16, 18-21, 23, 24], or in a context of identification in conditions of instability, uncertainty and society transformation [1, 10, 9, 13]. Thus, as it seems to us, dynamic and vector characteristics of a choice of direction of a vector of temporal identity model remain not comprehended, though they are basic both for its content and structure.

A construction, close to the approach offered by us, was used by Margaret Mid in the network of the concept of intergenerational relations and mechanisms of culture transfer. Connecting relations between generations with the rate of social development and dominating type of family organization, M. Mid distinguished three types of cultures: a postfigurative where, first of all, children are taught by the ancestors; a configurative where both children and adults are taught by the contemporaries; and a prefigurative where adults are also taught by their children [6]. Though M. Mid does not say directly that either type of culture determines possibilities and ways of iden-



tification of a concrete representative of this culture, her model, with some additions, perfectly allows to do it.

If we extremely simplify the theory, it is possible to connect it, by analogy with a family, with key figures for each type of culture. In the postfigurative one as the sample of socio-cultural identity there were grandfathers, fathers, in the cofigurative - contemporaries are generators of dominating identity, and in the prefigurative - these are some abstract enough ideas.

The choice of a vector orientation can be defined by a number of factors: speed of development of real changes, necessity (inevitability) of adaptation to them, but from the psychological point of view as well it should be based on an intrasubject's experience of "truth" and "correctness" of this choice. It is this experience that provides subjective persuasiveness of an answer on the question on how much the person is capable to personalize a picture of the world and to find own place in it, that is to identify self, having answered the questions: where am I from, who am I, and where do I go? Abstracting an identification situation, in this case we would neglect an immediate character of choice which can be dictated by weakness or, on the contrary, by force, a concrete situation, a personal contact, benefit and so forth. We should consider it from the axiological points of view.

The first bifurcation point is connected with a relation to progress. The traditional one starts with the implicit representation about some "Golden Age" existing in the history of mankind which idea goes back to ancient myths about initial prosperity, about paradise lost by mankind and consequently any changes, if they contradict a former order, are evil, invincibly carrying us away from these best times. One thing is clear: with removal from the Golden Age there is an alternation of generations, regressing from gold to silver, copper and, at last, iron [4]. The alternative (progressive) position consists in the fact that as much "gold" and bright century is localized not in the past, but in the future. The arguments used by supporters of both points of view are basically distinguishable not enough. It is only a question of where on the time axis this "era of prosperity" should be placed. Really arguments of the traditional and progressive points of view are difficultly demonstrable, for they place ideal time in almost not verified chronotope. If to speak about the past it is localized in such subjectively far-off days that any attempt to challenge, considered as an attempt at precepts of ancestors, is not really verified. For supporters of disposition of happiness in the future the problem is even more facilitated, for its absence is not sufficient argument, it is always possible to believe that we have not reached the true future yet, just as Achilles cannot catch up with a turtle.

This binary opposition of positioning of the Golden Age, basically, can be added by the idea that it is in the present. However, there are much less supporters of the idea that God's own country belongs to the present, as, first, proceeding from ordinary experience and elementary common sense, it is impossible to say that there can be a lot of people satisfied in the present, and in the second, such view deprives mankind



of the desire something to change in the existing world for any changes would cause deterioration of a state of affairs.

If the past is selected as such model, whether it is mythologized in any way, it possesses basic for effective identity qualities of stability and trustfulness by the time: our great ancestors “owned the world”, “have created the whole culture” and so forth. The model for identification is already created, the greatest that is required from the person who has chosen it is the maximum sequence and severity of observance of the settled rules. The prefigurative model often possesses an advantage of individual attractiveness of our own childhood which not always was intolerable. Infantile feeling of safety, low individual responsibility give to it qualities of an “individual paradise” to which it would be desirable to return. “Cherry orchard” and “Oblomovka” are the exact literary analogues of the idealized relation to the past [5, 11]. This rather comfortable model, first of all, is based on the most eldest part of population as according to its logic, the elder is person, the more value he possesses, and every young man, if he is unhappy in the present, has possibility to get the advantages in the future grow old.

But abstract evidence and attractiveness of the prefigurative model become complicated at its concrete realization. If it is written off from own family history everything remains more or less clear, if it is a question of a national or cultural history there is a number of not cleared moments. In this case there is a question on what concrete temporal model it is necessary to follow? After all history is also dynamical if, for example, to speak about Russian history it is not clear what is necessary to choose as a correct reference point: the pagan or Christian period, Kievan Russia, the Vladimiro-Suzdal or Moscow principedom, the pre-Peter or post-Peter time, pre-revolutionary or post-revolutionary Russia? Choice of the prefigurative identification model usually demands reconstruction (or mythologizing) of the history and creation of a pantheon of heroes with whom and without excessive “damned” questions it is possible to identify self. The reality of the considered events in this case is not basic. Some cultures are lucky enough, they have artefacts, apologizing their history, for the others, less successful, it is necessary to invent, forge them, exercising in the acrobatic argument of participation in “heroic acts”. The logic of identification is frequently based on obviously false premises, and as from the lie there can follow anything you like, the identification process will be carried out faultlessly, but the result appears ephemeral and fragile. For the purpose of acknowledgement of superiority of either model of identification, chosen and arisen in either conditions of the present, the whole previous history can be suddenly rewritten and interpreted in such various ways that at times it is easier to answer the a question: “Whether there was a life on Mars?”, than to find reference points in the past and to establish connection with them, especially if any true about it either is excluded, or deformed in streams of circulating information. “The whole our reality, including tragic events of the past, has passed through mass media” [3, p. 134].

The second vulnerable moment of the prefigurative model is the implicit assumption of its attraction to all members of society though if to identify self, for example,



with pre-reform Russia, it is necessary to solve a choice question: with whom, actually, we are going to be identified - with serfs or landowners? This model remains steady in societies with a subjective acceptability and sensation of justice of existence of strata, castes or classes. At destruction of this sensation, absence or insufficiency of the social lifts, allowing to move within the very prefigurative model, becomes a source of revolutions or the reforms calling into question its existence. This is a patrimonial imperfection of the prefigurative model: putting invariance in a basis of the functioning, it automatically generates a quantity of persons dissatisfied in their place in this invariance and aspiring to reform it. In a steady kind it exists in rare cultural isolatings, having possibility to minimize communication with the changing world.

More often it is a question of dynamic variant which it would be possible to name "forward in the past". The prefigurative model of identity is actualized in a situation of loss of reference points of the present and anxiety concerning the not clear future. In this situation there is a splash of traditionalism as the prefigurative model is perceived by ordinary consciousness as the most safe. The church role has sharply increased in Post-Soviet Russia, enormous success there had various "meetings of noble family", "historical" renaming of streets, squares, use of pre-revolutionary spelling and stylistics in registration of various names in a genre "Russia that we have lost". Even at most emblematic places, such as the Kremlin or the Bolshoi theatre, the pre-revolutionary attributes were restored. In some way it has changed a situation, but gave a sensation of the filled vacuum of identification and some "back" development or rewriting of not quite comprehensible part of history.

It is rather difficult to find the absolutely consistent model of temporal identification in modern society. More often we deal with the "fragmentary" or "mixed" vectors of directions of search of self-identity. Passing to real processes of identification, it is possible to face cases of paradoxical mixture of models of the past, the present and the future in which there are subjectively and consistently combined formally logically incompatible reference points. Traditional orientation at a level of practical realization can use the most perfect technologies of its embodiment or acknowledgement. So, it is possible to result examples of use of the most modern technologies, such as the radio carbon method applied to artefacts' documenting which should verify conformity of the mythological history to the real, as examples here can be the Turin shroud, writings on birch bark, mummies, etc.

The other illustration of the ambivalent interpenetration of models of identities of the past and the future is a new splash in distribution in the countries with dominating Islamic culture of the ideology directed on statement of fundamentalist ideals, based on firmness of traditions of the past and total protection from alien cultural influences. It would seem, where is the contradiction here? The people of traditional East do not want to change the way of life and thought, despite influence of the modernism of culture of the western type. But not everything is unequivocal - into environment of the oriental culture there have already rather deeply penetrated the technologies produced in conditions of another temporal model of identity, focused



on the future, and inherently alien and even harmful to the forms of identification funded on the past. So in due time Bedouins have been supplied by Kalashnikov's, and Talibs were financially and technically supported by the known parties of the cold war. Today technologically developed West world has shared the Internet with East, has equipped it with mobile communication, has taught to build the highest in the world skyscrapers, and the whole of this is in hope of achievement of the technological, and then the ideological consensus. Europeans have created new environment for enough and long termed identical people, thus, not always understanding that any introduced improvement interferes into integrity of their being. Cars, automatic machines, technologies of the atoms for peace, rockets "Stinger", computers, mobile phones, and then the Internet have made something that liberal Europe could not expect.

To this it is necessary to add the fact that a number of the Islamic countries most influential for today by the unexpected development are obliged, although it is paradoxical, to the very Western civilization which has supplied the third world by financial resources, the modern weapon and the newest technologies. Focused on constant growth of manufacture the developed industrial society demanded more and more power resources which have been found, as a matter of fact, in countries of Middle East remaining on the level of medieval development. Oil has given to Islam cradle unprecedented money, and just in time. Becoming unexpected power donors of Western world a number of the states simultaneously have appeared generators of the forces focused on their statement at a new qualitative level of the identity model, the fundamentalist model based on the past. There has appeared an environment in which conditions there are generated completely identical, not having any doubts in their correctness people capable for the sake of preservation of the casually found privileges, having used the unexpectedly received technologies, to destroy Western society, infinitely experiencing the identity crisis, that have their raised. Thereupon it is possible to remember the words of M. Mid – "absence of doubts and absence of sensibleness are the key for preservation of any postfigurative culture. Frequency with which the postfigurative styles of cultures are restored after the periods of mutinies and revolutions, consciously directed against them, specifies that this form of culture remains, partially, at least, as accessible to the modern person, as it was to his ancestors thousand years ago" [6]. In this case it is a question of the fact that, despite the revolutionary on the spirit and scale Western world influence, Islamic culture in its radical, fundamentalist directions does not lose, but also strengthens its postfigurativeness, actively using all advantages of the technologies received from the prefigurative culture.

According to M. Mid the cofigurative culture is connected with a situation of fast changes when experience of ancestors cannot serve as a model for imitation, and it is replaced by orientations to contemporaries. In our understanding the cofigurative identification model is a situation when the present is necessary for preserving. Patrimonial weakness of this model is in that the present is fully probably possible only



as a rather short moment, dynamically it does not exist, and it inevitably moves either in the past, or should be supported in the future in special way. In the norm the configurative identity is peculiar to teenagers whose orientation to a subcultural circle allows them to feel mutual support concerning the world of adults, providing feeling of collective safety and respect for their values at collision with the world of adults [2]. Though the teenage period quickly comes to the end, in the pathological form such form of identity can turn into unwillingness of growing, eternal adolescence or even eternal childhood with its attributes in the form of aspiration to observance of a youth fashion, basic infantilism, leaving from inclusion in normal socialization through signing the songs composed by a singer poet, never-ending games, Peter Pen's syndrome, a phenomenon of "kidalts" – adult children, wishing to get advantages of adults without their responsibility.

One of variants of such identity they can consider hedonism, with its aspiration to put pleasure of the present over necessity to refuse momentary pleasures for the sake of not clear future or uninteresting past: "Stop a moment, it is wonderful". Such identification was peculiar to the epoch of "hippie" of the 60<sup>th</sup> years which essence of world outlook was reduced to negation of bourgeois values of the previous epoch, refusal of their reproduction in the future and fixing on the lacunar identification form in the present. Hippies did not want to be entered into modern society, creating in it an original isolate with values and subculture which rather satisfied them. Original experience was only the experience directly existing in this isolate, however the natural course of time has led to washing out of this value. The psychological trap of the configurative identity also consists in the fact that it deprives the person of one of basic stimulus of his individual development: voluntary regulation and refusal of momentary pleasures for the sake of achievement of the perspective purposes. Voluntary regulation has the sense only if there is a representation about time and life prospect.

The special variant of the configurativeness is peculiar to postrevolutionary situations as a certain "changes fatigue". In this case it is necessary by all means, even most fragile and far from being ideal, to preserve stability in order to avoid any social shock. As a result the society appears plunged into the stagnation status, which for a long time is gratefully accepted by citizens as peaceful, not absolutely rich, but quiet life. The problem consists in that despite all reasonable efforts of both the power and the majority of population on keeping the stability of the present, the configurative model of identification developed by them implicitly comprises an inevitable trap in itself. The internal logic of development, anyhow, generates contradictions in the illusory firm world, and in a flash apparently indestructible political modes fall down as colossuses on clay feet. Before our eyes there collapsed configurative Middle East societies when revolutions, for example in Tunis, have been inspired by accumulation in population of the persons dissatisfied in possibilities of self-realization in narrow frameworks of a rigid society, being not ready to give the expected future to them.

It is possible to result a lot of examples of crashes of configurative political models (now for this purpose one may simply switch on a news TV channel and wait





the reporting on the next victim of the pan-Arabic revolution), but there is something common, something that unites them. If to trace the history of formation of actually any power of the cofigurative type we find out that its sources have other vector orientation – postfigurative. Before turning to “patriarchs” on a decline of their autumn, the grown old leaders were once the revolutionaries dreaming not about preservation of the won past (or the personal privileges), but about the future prosperity of the people. Being in a state of eternal fights for the future is replaced by the changes fatigue, as a result there come stability times in which in the paradoxical way the former revolutionary heroes become governors of the world, supreme commanders in chief and, finally, owners of national riches. The classical example of the “cofigurativeness celebration” represents the Brezhnev’s stagnation when the party nomenclature living its last years in any way interfered with any attempts of decision of the urgent social problems. Thereupon it is instructive the history of Cuba where prefigurative revolution fire has gone out in the hearth of the stable poverty of the Cuban people conducted by ideas of the constant Comandant Castro.

The cofigurative identification has in itself one more serious form of “social pathology”, strengthening splitting of the society from the point of view of motivation of representatives of various strata layers and formation of “lacunar” interests. Extremely aggravating, it can be described as the society’s division into those who “does not want to lose what they possess” and on those “who have nothing to lose” in a present situation. To status or mercantile interests of “those who have something to lose” there corresponds aspiration to preservation of the status quo which they impose on the whole society in various ways, the more so because they have various possibilities for this purpose. Towards the society they start to broadcast statements that changes can break a “fragile social balance”, “they never swap horses while crossing the stream”, on invaluable experience of any “political heavyweights”.

Within our memory there was a radical transformation of aspirations of yesterday’s revolutionaries to changes which “our hearts demand”, to stability at any cost. Intuitively or consciously they understand that the future is always the Pandora’s Box which does not need to be opened. They perfectly understand an essence of the statement of Danton that revolution opens hundred thousand vacancies. But even better they understand that these vacancies can be opened at the expense of their life – the revolution devours its children (P.Vernio), liberating places for new candidates for the bright tomorrow. At an ordinary level it was realized, for example, in the following: in the first years of Post-Soviet Russia the accepted decisions and laws on restriction of terms of selectivity, age limits for employment of administrative posts have appeared not even cancelled, but magically forgotten. Having reached the top, any person wants to cancel or minimize possibilities of his evacuation from own heights. In these lacunas of identification there is an original feeling of comradeship, mutual support, the same pack of a personnel is shuffled for each fragmentary culture should provide a sensation of security for its recruits. In society



there is a latent or obvious opposition of the lacunar identity based on private interests and motivation, and the national and cultural identity, especially when the last experiences crisis. In an extreme form such variant of configurative identification is expressed in the words, attributed to the marquise de Pompadour: "after us the deluge!" However, it is possible to remind how everything has ended. The lacunar configurative identity, based on interests, blocks social lifts not worse, than the prefigurative one, and, in this sense, being transposed in the past (preservation of already created position), it also creates new classes, castes and striations already submitting to postfigurative laws. Even if it continues to articulate itself as the prefigurative one, in this case more likely the future often appears as the personal project of the improved present. L. Shevtsova during the analysis of the logic of decline of Post-Soviet Russia as one of basic factors also marks an unwillingness of change of the status quo by the ruling elite which takes charge of preservation of own position or is afraid of its possible deterioration [Shevtsova 2011]. But this unwillingness should be considered not as a special case of pursuit of interests, but as a necessary consequence of choice of the configurative identification model.

It is interesting that it is the configurative model that appears the most vulnerable for revolutionary changes, possible because unlike the prefigurative one its legitimation is rather unstable. For ordinary consciousness it is more clear why it is necessary to keep the great past the more so because nobody of the living representatives haven't seen how to prove welfare of preservation of the present, which defects everyone can personally feel.

At the first sight, the most simple situation arises when the future becomes a registration target. Here there are no problems, it is opened, everything is possible in it, there are no restrictions for imagination which face the supporters of substantiation of own origin from mythical gods. Orientation to the modernist style in a wide, world outlook sense of this word, is accompanied by depreciation of the last epochs, everything from monuments of culture to morals becomes unnecessary. The Middle Ages and Renaissance attitude rather easily to destruction of the antique heritage understood as barbarity and paganism: architectural monuments either stayed in oblivion, or collapsed for use as a building material. The present or the future in the modernistic ideology always possess an invariable primacy before the past - so, to please ideal plans, at first for the sake of the statement of force and glory of religion, and then for realization of the idea of progress ancient cities were passionlessly destroyed. The prefigurative model in its ideal embodiment always generates the destructive relation to a heritage of the "alien" past.

The basic fatal property of the identity model, focused only on the future, is that on its very essence should be its advantage – constant variability, orientation on something that "doesn't exist". Each subsequent model possesses an advantage before the previous since it is newer, technological and perfect. It seems to us, that this immanent property of the identification model, focused on the future, makes its essentially vulnerable and does not allow to create the steady context necessary for formation



of real, consistent, effective self-identification. Its vulnerability is localized in several points. If the person is not equal to himself and represents only the open project of the possible future there is a basic and unsolvable problem of his unrealizability. I am not who I am, but who I can be. Moreover, absence of possibilities of the present to be realized in the future, as a matter of fact if does not depreciate, than calls into question the sense of the past. The similar turn certainly opens possibilities for infinite changes, but it does not leave a place for their fixing and the person turns into an original "rolling stone" (in the worst variant - into the zombie, manipulated person), he cannot and should not be fixed in some point, after all it becomes his death moment. The future can exist only as the open form, as not yet carried out. To find the future means to die.

The second critical property concerns not a concrete person, but the relationship between the person and previous generations. Orientation to the future assumes levelling and depreciation of the whole preceded this person. Roughly his unique function is like a speeding up rocket block – to place in orbit and to fall away. But if it is so each generation should invent and find own forms of identity in the illusory and never coming future, turning into a self-reproducing fiction. To the future, if not to make it similar to a turtle unattainable by Achilles, it is also inherit to be transformed at first into the present, and then into the past getting their restrictions. If it is considered as a phantom which always is behind a horizon line, sooner or later it starts to affect an attractiveness of the prefigurative model, anyway, in a context of temporary restrictions of human life.

In the network of the cofigurative model there is a rupture in society, in conditions of the prefigurative one it starts to divide generations. For youth refusal from prefigurative model is a form of motivation pathology, for older persons is a normal form of dynamic identity if their prefigurative model does not start to be transposed on children and grandsons. The process of constant technological renovation and acceleration of change of images, styles, world-view models leads to change of the "generation" concept. If in societies of the postfigurative type the generation concept could be extended through rather solid time period - the changes distinguishing fathers, grandfathers and great-grandfathers practically were not observed, in the cofigurative model - the generation actually coincides with the period of human life yet, in the prefigurative type of cultural identification it is observed its subdivision in fragments of generations in the network of the period of human life. In view of prompt change of information society even the difference in 10 years leads to intragenerational ruptures. So for the born in the seventies of the last century it becomes rather difficult to find common language with the born later on a couple of years – thus much there changes the cultural, technological, aesthetic environment surrounding them.

Besides, the prefigurative model is always abstract, and here it loses in concreteness and material evidence of the postfigurative or the cofigurative one. At rather limited intervals of time the prefigurative cultural and personal identifi-



cation is capable to organize great masses to whom they promise a possibility to “become everything from nothing”, but the further they remove the realization of the project of general happiness, the more it loses its organizing force. We remember (the XXI century generations do not remember) the promises that “the present generation of the Soviet people will live at communism”, and each family “in a separate apartment”. These is absence of real changes that leads to disappointment in the prefigurative identity model, is quite possible the variant of replacement of one prefigurative model by another, when, for example, the communism is under construction, and then “back to the future”, to capitalism, becomes the future purpose, and yet it is not the fact that this is a definitively chosen direction. The future, what it would not be promised, always has in itself a sensation of disproportion with the localized chronotope of human life. “Life, love, libraries have no future” [8, p. 537].

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Three ways of the culture identification offered by M. Mid and interpreted by us in other aspect remain no more than idealized models, but even from an abstract consideration of temporal vectors of development of society there can be drawn quite concrete conclusions. Neither of the post-, co-, and pre-figurative models can be chosen as the exclusive. Any detailed analysis shows that each of them has own “skeleton in the cupboard”, there is only a question of its integrity and “viability”. Despite the guarantees of stability of social order funded by values leaving in centuries, as the history shows, orientation to the past is always finished by traditional civilization’s full leaving from a historical - though it is necessary to recognize a historic fact - span of life of the prefigurative cultures surpasses the others. Whatever the past is represented by us, we are assured that at least it has existed, and in this it is already found a guarantee of some reference point. As to an opposite orientation, the choice of the future as the sample, defining sense of the present and eliminating the past, involves not only external, but also internal rupture in identity structure. The future is rather ephemeral substance; it can simply happen (or not happen) not in that form which we expected both objectively, and subjectively, therefore prefigurativeness implicitly has in itself an existential fear of disappointment, loss of a real point of support. And, at last, the most disturbing in our opinion, the identification model is connected with, apparently, the most clear and close interval of time, the present. What dangers are hidden in it? The trap of suddenly found here and now “stable” identity causes defensible desires by all means to keep a level of “happiness”, “freedom”, “prosperity”, and “calmness” as the main thing. It doesn’t anymore concern the prosperity bases in the past; it has already been recognized as unfounded and incriminated to please the future changes. As well as continuation of changes becomes not necessary - they can destroy stability of an “excellent today”. The cofigurative world appears attractive enough, but illusive in practice, absolutely



unstable in time, fragile, as “the stopped moment” which is doomed to be between ruthless millstones of the past and the future which existence its apologists refuse to recognize up to the fatal end.

In the modern reality the described ideal types of the identification figures are not often met, we live in the world of mosaic and at times paradoxical mixture of fragments of temporal modus of which there are made cobwebs of the present. Achievement of harmony of presence of the past, the present and the future in life of both the individual, and the society in whole, perhaps, is the best variant to avoid the “metastases of false identity” in conditions of such an unstable present.

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Eliseyeva O. A.

## Features and problems of studying of subjective well-being in modern psychological researches

*In the article there are resulted some problems connected with methodological aspects of research of a phenomenon of subjective well-being. The analysis of native and foreign researches has allowed to reveal that to the most widespread they concern the complexities at attempt of separation of subjective well-being from close concepts, the restrictions arising at a choice of diagnostic toolkit, necessity of account of social and cultural context at the research construction, some restrictions at the subjective well-being concept's application to children and teenagers.*

**Keywords:** *subjective well-being, psychological well-being, happiness experience, personal growth, problems of the subjective well-being research, subjective well-being of children and teenagers.*

The urgency of this research is caused, on the one hand, by increase of the modern experts' interest to a problem of subjective well-being, on the other – by presence of some complexities at research of this phenomenon; both at studying of theoretical aspects of the problematics, and at construction and realization of empirical research. The analysis of numerous native and foreign scientific publications has allowed to systematize features of the research of subjective well-being and to formulate the basic problems which are necessary for considering at research construction.

One of the most obvious and, at the same time, not resolved problems concerns separation of the “subjective well-being” concept from close and related concepts, such as psychological well-being, personal growth, happiness experience, and also differences of scientific and ordinary understanding of this phenomenon.

The content of the “well-being” concept practically coincides in scientific disciplines and ordinary consciousness, well-being and feeling of well-being are significant for the subjective world of personality. There are objective indicators of well-being, such as criteria of success, indicators of health, material prosperity, etc., but, at the same time, well-being experience is appreciably caused by features of person's relations to self, world around in whole and to its separate parties. That is, personality's well-being is inherently, first of all, subjective, and well-being experience is influenced by various aspects of the person's life, in it there are combined many features of the person's relation to self and to the world around.



In the researches, presented for last decade in scientific periodicals, subjective well-being is considered as an independent definition approaches to which vary depending on a theoretical position of a researcher and problems on which decision a research is directed. For example, N. Bradburn, describing the content and structure of subjective well-being, pays attention that a considerable role in definition of this phenomenon there plays a parity of positively negatively colored affects, and distinction between positive and negative affects defines the general sensation of satisfaction in life and experience of well-being [9]. D. Shek opens psychological well-being through such components as experience of hopelessness (hope), own skill, satisfaction in life and self-respect [15].

E. Diener considers a three-componential structure of subjective well-being into which there enters satisfaction, pleasant emotions and unpleasant emotions. According to E. Diener, subjective well-being includes cognitive estimation of various aspects of life and emotional self-acceptance, and experience of subjective well-being is comparable to experience of happiness [10]. C.D. Ryff has generalized and has distinguished six basic components of psychological well-being – the positive relation to self and own antecedents, relations with others, penetrated by care and trust, ability to follow own beliefs, ability to fulfill the requirement of everyday life (competence), presence of purposes and employment giving a sense to life, feeling of continuous development and self-realization [14].

R.M. Shamionov considers subjective well-being as the state of dynamic balance reached by multidirectional experiences of satisfaction in various spheres of life activity [8]. According to his researches, as the major parametre in the well-being structure there acts the accessory to a group, and subjective well-being itself possesses a powerful active source. The similar thought sounds in the work of O.S. Savelieva considering subjective well-being as an integrated social-psychological formation which includes the person's relation to self and own life, and also carries in itself an active source causing constant search of self, self-development, aspiration to self-realization [7].

Thus, subjective well-being is defined by researchers differently, but it is possible to distinguish some common positions. Subjective well-being is connected with emotional balance and prevalence of positively colored emotions, moods which, finally, develop into the experience of general satisfaction in life. Subjective well-being mentions the person's relation to self and includes self-respect feeling, continuous development and self-realization. Relations with other people, penetrated by care and trust, efficiency of interpersonal interaction, feeling of accessory to a group also concern the subjective well-being phenomenon.

L.V. Kulikov, considering a number of components of well-being of personality – social, spiritual, material, physical, - as an object of research offers psychological well-being which he defines as coordination of mental processes and functions, sensation of integrity, internal balance [6].

For characteristic of a state of the person's subjective world in aspect of its usefulness besides the well-being term some authors also use such terms as experience





(sensation) of happiness, emotional comfort, satisfaction in life. The "happiness" concept unites some complex of ideals of human life. Happiness acts as the value having special importance; that is as the value which is above other values. I.A. Dzhidarian investigated representations about happiness, characteristic for ordinary consciousness, and has shown that unlike other human values, happiness has no self-sufficient and self-well-founded essence in the sense that "contains and somehow "passes" through all other values, being "illuminated" by them, being a result, a "by-product" of their realizations" [3, p. 48]. M. Argail, according to G. Kaprara, in the book "Psychology of happiness" seldom uses this concept, but, nevertheless, defines it as comprehension of own satisfaction in life or as a frequency and intensity of positive emotions [1, 5].

S.L. Bratchenko, M.R. Mironova, in consideration of a problem of personal growth, distinguish its intrapersonal and interpersonal criteria. Being based at works of K. Rodgers, to the first ones they have carried acceptance of self, openness to internal experience of experiences, understanding of self, responsible freedom, integrity, dynamism. To the interpersonal criteria of personal growth there were carried acceptance and understanding of others, social capacity (aspiration to constructive social mutual relations) and creative adaptability (concerning life problems) [2]. This position puts forward a problem of correlation of the "subjective well-being" and "personal growth" concepts owing to considerable similarity at definition of their content. In particular, interpsychic criteria of personal growth completely correlate with components of subjective well-being listed in native publications.

Thus, there are considerable difficulties at attempt to make such definition to the "subjective well-being" concept which would allow to level resemblance with common concepts and to concretize the phenomenon content.

The following problem is designated by G. Kapara who speaks about possible difficulties in need of estimation of connection between well-being and personal indices as in techniques of estimation of the both constructs there are similar questions on sense that creates problems at their comparison. In particular, G. Kapara notices that the request to estimate own happiness can be met in well-being questionnaires (for example, Diener & Diener, 1995), and in extraversion estimation techniques (Costa & McCrae, 1992). Such often meeting coincidence of questions can make impossible the revealing of relations between personal constructs that causes necessity to concern to construction of similar researches with a considerable share of care [5].

The question of the character of application of the concept of psychological well-being in relation to children is also problematic. In particular, V. Morrow and B. Mayall cite the data that young men are worried about expectation of adults of that they should be happy all the time. Besides, it is rather ambiguous the popular belief that the overwhelming majority of children, related to levels of population with low economic well-being, are in overwhelming majority unfortunate and more than others are subject to stress [12].



The following serious problem which should be considered at the research of subjective well-being is that in works it is rather often missed the value of cultural and social context, when their influence proves to be true, for example, by the fact that economic development and growth of well-being of the western society for half-centuries has not caused essential increase of the level of psychological well-being. According to S. Carlisle and P. Hanlon, published in 2007, psychological well-being of people has raised within two decades after the Second World War and then remained invariable (cite after 8). According to K. Zagursky, it is necessary to make a differentiation between perception or expectations concerning material life conditions and material welfare which is usually defined as psychological feeling of satisfaction, however economists, as a rule, do not consider this definition exact [4]. Researches prove existence of moderate correlation between actual material living conditions, including incomes, and satisfaction in these conditions [11]. K. Zagursky assumes that on satisfaction in material conditions the defining influence there renders the relative perception of life conditions based on reference perception which can be based, in turn, on knowledge of life condition of some reference groups, or life conditions in the past and prospects on the future.

Thus, despite the researchers' interest to a problem of subjective well-being, and also on available scientific reserve in this area and a significant number of scientific publications, there exists a number of problems demanding account of various aspects of the phenomenon of subjective well-being at studying. There are among them:

- absence of definition of subjective well-being completely which would allow to exclude duplication of its content by similar concepts, such as psychological well-being, happiness experience, personal growth, etc.;
- imperfection of the methodical toolkit, which design features complicate estimation of connection between subjective well-being personal indicators;
- insufficient substantiation of possibility of application of the concept of subjective well-being concerning children and absence of the researches devoted to studying of features of development and formation of subjective well-being at children's age;
- absence in researches of subjective well-being of the social and cultural context rendering, in certain cases, considerable influence on a level of the person's satisfaction in life conditions.

Certainly, the distinguished problems are somehow decided by researchers, however it is significant their complex account at decision of various theoretical and practical problems connected with various aspects of the subjective well-being problematic.

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Kofanova L.V.

## Organizational and methodic activity dedicated to strengthening children's health

*Health is one of the main human personality's characteristics together with spirituality, intellect, determining the degree of the vitality, the organism stability in their natural milieu, possibilities to realize their biological and social requirements. Nowadays the development of the education is going through the assimilation of the informational technologies into the educational process, consequently, the problem of keeping the pupils healthy is one of the most hottest.*

**Keywords:** *health saving educational technologies, health saving school environment, health.*

Municipal institution Remontnenskaya secondary school # 2 works at the project of creating health saving space since September 2005, when we started the experiment "School ensuring health using culture and new comprehensive and educational technologies". Our aim is to create the comfortable environment for the development of the creative abilities of each child. The school doesn't make an exception – the quantity of the healthy pupils every year is reducing. In the conditions of socio-economic crisis the children's problems in our region as acute as they are all over Russia, and their urgent decision is vital. There are still unfavorable tendencies in demographic processes and children's health state. The infant mortality is rather high; children's morbidity rate and disability rate are growing. Among the causes, contributing to the disability among the children are: ecological pollution, bad conditions of women's labour, lack of the good conditions and culture of the healthy life style in the low-income and unfavorable families, the high level of the morbidity rate of the parents, especially mothers. Thus the problem of keeping and strengthening children's health is one of the most urgent. The foster-children, who live at the boarding schools, lag behind their real age for 1–2 years. Their morbidity rate is twice less, than among the children who live in the family. The general morbidity rate of the children under the age of 14 years old is increasing for 10%. They underline the tendency of the growth of mental disorders and sense organs among the children. The leading place in the structure of the morbidity rate is occupied by the respiratory diseases (43,3%), nervous system and sense organs (8,8%), infectious diseases and parasitic diseases (4,2%), physical injuries and intoxication (4,1%), skin diseases and hypoderm (4,0%).

While making medical examination of the children of all ages we can point out the increase of the children who need the long-term follow-up care. The schoolchildren's health is in the direct dependence from the school conditions, motor activity, the correct order of classes and leisure time activities, family education. Besides sex and personality particularities are of great importance. During the period of the school education, the pathology of visual sense is developing. 21 disabled chil-



dren were registered in 2004 under the age of 15 years old (27 – in 2005). At present we number 47 children in the region, who have development problems and require special (correctional) education, satisfying their educational needs.

The negative socio-economic problems taking place in the society have particular impact upon children. The number of the children deprived of parental care is constantly increasing.

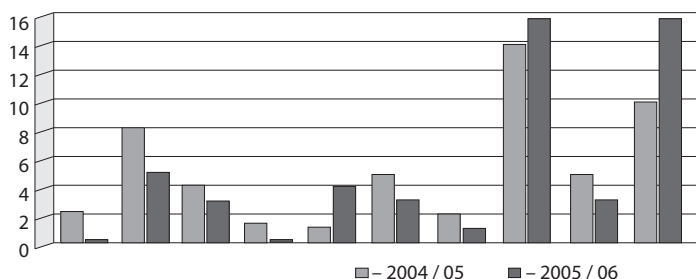
The health state of children population of Remontnenskii region evokes specialists' great anxiety. According to statistic data, only 20 % of the children are healthy. 80 % – have the functional disorders and health lapses, including a high percent of chronic diseases. The most part of the children 6–7 years old are not ready to go to school. The percentage of youths belonging to service age group, who, according to their medical criteria, aren't ready for the military service, is also high.

Taking into consideration the fact that children's health is the reason of the difficulties and bad assimilation of the studying material, the efforts of the medical workers and teachers are directed towards elimination of those factors, which cause these disorders or contribute to their appearance.

In 2005–06 we took the following health related measures: pupils' medical examination (1–11 forms) by specialists;

According to the calendar plan, we do prophylaxis vaccination; registration of the disabled children and children, free from PE classes; there is a systematic control over sanitary and epidemiological schedule; and the everyday reception of pupils by medical workers.

The comparative analysis of the medical examination of 2004–05 school year and 2005–06 school year showed the growth of the osteal and muscular diseases (at 2 %) and sense organs (at 3 %). The increase of the sightseeing disease is due to the fact that, during this school year 7 pupils from other schools joined our school, and the pressure upon visual sense organs is increasing not only at school but at home as well. The children spend a lot of time watching TV and playing computer games.



**Pic. 1.** Monitoring of the morbidity rate of the pupils of the 9<sup>th</sup> form CVS gastrointestinal tract, excretory system, respiratory, skin, mental, endocrine system – ENF visual sense



In this connection, we pay particular attention to everyday visual gymnastics according to the methods of the professor Avetissov. The medical workers organized the workshops for pupils and form masters.

In order to diminish extra loading and pupils' visual tiredness, teacher of the primary school systematically at each lesson does a complex of the exercises for eyesight training, dynamic breaks. The teachers of different subjects are responsible to look permanently after children's body posture and the organization of their working place, and particular efforts are made to form good psychological climate in the classroom. There is a high ratio of the morbidity of nosologic diseases, particular anxiety is caused by percentage of pupils with unformed locomotor system. Pedagogical aspect of the health is worsening, and as the consequence the success of the pupils is decreasing. The solution of the problem of low level of the motor activity through introducing "standard" lesson of PE is impossible.

The new approaches for the educational process are in great demand, because they allow competently building learning and educational process and fulfilling the needs of the growing organism in the motor activity.

So at this stage we were solving the following tasks.

Elaboration of the plan of the experiment; elaboration of the special measuring instruments for the check tests while making the experiment; analysis and computing of the experimental data.

In order to carry out the experiment we determined the experimental and control groups at municipal institution Remontnenskaya secondary comprehensive school # 2 in the 9th, 10th and 11 forms. 14 pupils are taking part in the experimental group, 15 pupils – in the control group.

The research was done using the methods of the parallel experiment, which presumes to determine the control characteristics of the phenomenon under consideration before the beginning of the experiment, then in the course of the experiment and finally in the experimental and control classes. In the course of the experiment destined to develop the readiness of the senior school children for the health saving we planned to do three check tests, which allow to assess the efficiency of the experimental work. In this purpose we have created «diagnostic chart of the senior pupil», checking the lack of knowledge and skills in the field of health saving and proposing health reinforcing methods. The chart has 5 blocks: what the pupils know about their health and about self- diagnostic, prophylaxis of the diseases; health ensuring methods and the healthy life style.

The main pedagogical condition of the readiness for health saving is the foreseen informational support of the process of building health saving space at the secondary school. This condition requires functioning of the informational and diagnostic compound. To realize pupils' internal motives, aims, means, skills we needed some informational support. Such informational support is provided according to the object and subject of our research and has a goal-directed character oriented towards creating pupils' health saving space. The term «ensuring» means that it is favorable for



building health saving space. In the context of the studied phenomenon it is fostering the realization of motives: aims and tasks of health saving space.

Informational support of the research is defined as a set of the information about these or those phenomena, events, processes, which are typical for them. The information about health saving is only a part of the information which pupils receive at the secondary school.

The version of this support consists of the programs and information included into them. This version has a wider character and let us take into consideration the level of the motives development and the pupils' needs in keeping health; give a detailed picture about pupils' health saving space; make the process of forming health saving space more goal and personality oriented; adapt existing programs of building health saving space to the personal needs, knowledge and skills at the secondary school. The results of the research structure of building the health saving space, health saving teachers' work, give a certain scientific direction for further practical work in the organizational and methodic system for building health saving spaces. While creating such a system, you have to take into consideration the contemporary achievements of psychological and pedagogical, medical and biological sciences.

The instability of the socio-economic situation in the country, ecological, political and moral crises, cause deep and unpredictable changes in the existence and the conscious, in the human way of living. Together with the increasing social, physical and mental pressures, which have immediate impact upon the people, and lead to aggravating their moral, physical and psychological health. Particularly it affects the health of the rising generation.

So the importance of these facts attributes the particular significance to such courses as «Bases of the security of the life sustenance», «Bases of the medical knowledge», «Age anatomy, physiology and hygiene».

The first block is called up to form among pupils the representations about dangerous behavior and dangers, which emerge in the everyday life. In the program of the course we foresee themes showing the principal of natural disasters and the technological catastrophes, population protection from their consequences. It is important, in our opinion, that the special theme is dedicated to the pupils' actions in accidents, catastrophes and natural disasters.

In the block of «bases of the medical knowledge» we represent the material, which concerns the questions of giving the first aid in functional changes of cardio-vascular, respiratory, digestive and excretory systems. Today the pupils should know how to give the first medical aid if they see the allergic reactions and convulsive states, poisoning by medicines or household stuff, closed and open fractures, spinal injuries, external internal hemorrhage and internal hemorrhage, burn injury, cold-related injuries, electric accidents and etc. Taking into consideration the large spread among young people of the drug addiction, toxicomania, alcoholism, and the fact that it makes negative influence upon building pupils' health saving space, we consider it reasonable to introduce the topics, spotlighting these questions.



The program of the additional course «Age anatomy, physiology and hygiene» is dedicated to get pupils acquainted with the knowledge about the age particularities of the growing organism and its interrelations with the environment, behavioral patterns, providing pupils' health, to maintain the high capacity for the work in different types of the educational activity. This knowledge is necessary for the pupil to enlarge and strengthen his health saving space.

Contemporary humanistic personality oriented tendency of the education, involving the development and self-realization of man's abilities and existential forces, priority of the human values, life and building up pupils' health saving space, free personality development, makes corrections in the programs of psychological and pedagogical cycle.

Thus, during «Psychology» classes, from the point of view of the holistic approach, the reality of the human existence in all its aspects is reexamined, internal man's world, his personal, individual characteristics in the system of the interrelations and relations with other people. The aims of the course suggest forming the interest for other person's knowledge, the desire to use this knowledge in the future activity. As it is well known, one of the most complicated problems, that we face, is the problem of forming motivation for the healthy life style. Without the knowledge of the theoretical bases of the personality orientation and its psychological displays, comprehension of the peculiarities of the motivation and need sphere, types, structures and characteristics of the activity, particularities of the activity approach and other questions, which are revealed, the efficient decisions of the bringing up the healthy children at school are impossible.

Innovative by its contents, health pedagogics require from the teacher the knowledge how to carry out scientific research, to use scientific and special methods, among others psychological experiment, psychological testing, which are presented in the course of «Experimental psychology».

The teacher, who is responsible for the education of the healthy man, must know the particularities of the small group activity, group influence upon the personality, be able to resist the group influence, enhance practical training, help more efficient organization of health-saving technologies into the work within the classroom.

The knowledge received in the process of studying the course of «Psychology», facilitates the contacts between the teacher and the pupils, parents, they allow to reduce conflicts among the schoolchildren, they provide them with the methods of influencing the other person in order to create new attitudes, personal senses, motives, they help to discover and analyze reasons and objective regularity of the delinquent behavior in the school environment.

The important supplement to the cycle of the psychological and pedagogical disciplines is additional courses, giving the flexibility to the educational process. However they are facultative, optional and not all the pupils have the desire to participate. We believe it is worth introducing into our educational plans the course of «Learner's health saving space» as normal.





The carried out analysis of the subjects testifies about the increased attention towards school children health, which is expressed, firstly, by the widening of the themes, secondly, by writing special parts of the programs, thirdly, by creating a number of the special courses and courses that can be chosen extra to standard curriculum. All this objectively creates for the teachers the possibility to work for building health saving space.

Along with this we should underline that, we aren't doing enough in comparison with the increasing importance of the questions, related to health saving, and diffused in the contents of the different courses, sometimes duplicated but not giving the pupils the whole representation about the studied phenomenon.

In this connection, the important condition of creating health saving space for the pupil is establishing intersubject links in the particular aspects, which can be found between the subjects in the curriculum, containing different parts of the integrative knowledge about health and ways how not to lose it and its strengthening. Establishing intersubject links between educational subjects, foreseeing the application of the theoretical knowledge about keeping health and called to form the skills in the health saving sphere.

Revealing naturally determined character and the importance of the health saving space, they concentrate their attention upon the factors, which determine the process under examination: civilized, made by the contradiction between the social, economic and human biological evolution of the century connected to the huge economic losses of the society from illnesses, social problems, determined by the objective desire of the man towards high quality of life and active longevity; scientific, conditioned by anthropocentric and integrative processes in the science and the interest towards the problem «Man and his health»; humanitarian crisis of Russian society, overcoming the transitional period, crisis state of the education, school unable to assure pupils' health. Counting upon the adequate emotional reaction of the audience we gave the examples, testifying terrible demographic situation in Russia, explaining the negative phenomena in the educational system, exacerbating reproductive health of the pupils. The prove that, the above mentioned facts deeply excited pupils, are their own examples, in which they point at the symptoms of the low level of the health culture of the population were led to the conclusion about the necessity to gather the forces of the society to fight against the children's health.

Explaining the difficulties of building pupils' health saving space and trying to attract the interest, we analyzed instructive problem situations from practical activity, when they have to solve a complicated problem of overcoming the pupils' psychological reactance for building healthy life style, the pupils are offered a problem task to decide and offer their suggestions about possible ways of solving this problem. After a short collective discussion of their versions the teacher proposed the solution techniques, used by the innovative teachers.

During the course they underline the idea of the necessity of saving, strengthening pupils' health and building the pupils' health saving space in the educational pro-



cess, the high level of the development of the health saving space and the pedagogical skills of the teacher himself. In this connection the pupils were given a question, planned for those, who are not sure in their forces: «Is it possible to achieve such a level by a person, having no educational talent?». In the response to the raised question we addressed to the ideas of A.S. Makarenko, who thought, that «the educational skills are not a special art, requiring the talent, this is a job where you have to learn» [3].

Developing A.S. Makarenko's idea, the teacher explained the pupils the meaning of this subject in the program of which the most difficult and hottest questions of saving, strengthening and forming pupils' health are reflected.

The program and informational support of the pupils' health saving under the conditions of the secondary school have their own particularities:

- in the practice of the secondary school it hasn't whole systematic character, leaving alone experimental schools, where the health saving activities are implemented. The information about different elements of the health saving is presented during the lessons of PE, biology, the bases of the security of the life activity;
- problems of the health saving, are generally treated by the following services: health care workers, psychologists, health saving specialists, speech therapists;
- informational support of health saving includes different directions in the health saving: pedagogical, psychological, health saving ones.

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Koudentsova S.N.

## Educational adaptation of students towards credit-rating system: new understanding of knowledge control in the educational process

*New requirements towards the organization of the educational process at high school institution and especially towards knowledge control in the educational process, generates a number of psycho-pedagogical problems. This credit-rating system has obvious advantages, however its introduction into the educational process is going with difficulties. From teachers and students' side there is misunderstanding of the system and negative attitudes towards it. The causes are hidden in the incorrect organization and control of the students' success, which leads to their educational maladjustment. It is necessary to elaborate a range of the psycho-didactic recommendations for the successful realization of this system of the control in the real practice of the educational process at high school.*

**Keywords:** *adaptation, maladjustment, academic adaptation, personality growth, modernization of the knowledge control, credit and rating system.*

Over the last years, the modernization of the high education, is realized by the society as the most important compound of the civil society, the great attention in pedagogical and psychological literature (I.V. Abakoumova, A.N. Antonova, A.G. Asmolov, I.A. Baeva, S.V. Belov, V.T. Ganzhin, P.N. Ermakov, T.M. Krasnianskaya, H.A. Lize, N.N. Moiseev, A.V. Nepomniashii, V.M. Rozin, V.V. Roubtsov, A.A. Rean, V.V. Semikin, K.V. Chernov, L.I. Shershnnnev), is paid to the problems of the personality disorders and students' adaptation to new requirements towards educational standards and reality of the educational process. The learning maladjustment, or, disorders of the learning maladjustment, is mainly the reaction of the students' maladjustment towards his inadequate development, personal activity and personality growth under conditions of studying at high school.

The learning maladjustment is a socio-psychological and pedagogical phenomenon of student's failure in the educational environment (learning, we group, communication with the teachers and etc.), connected to the insoluble student's conflict between the requirements of the educational environment and his psychological abilities and possibilities, corresponding with the age sensitive period, level of the mental development. Having the learning disadaptation, the student can't find his place in the high school environment, experiences considerable difficulties in the learning activity, doesn't achieve academic success, and very often is disappointed by the chosen profession.

Students' adaptation to the educational process is an important part of his personal development, the necessary attribute of his «psychological health». The most part of the psychologists distinguish the notions of the «mental health» and «psychological health» (B.S. Bratous, I.V. Doubrovina, V.I. Slobodchikov). The mental health



suggests the healthy flow of the mental processes, and psychological ones – healthy personality displays. V.I. Slobodchikov distinguishes the two most important factors, determining the psychological health of the educational process of the participants – subjective reality and event belonging.

The internal world and, or subjective reality, includes such important characteristics as, «life scenario», «self-concept», «life-purpose strategies». «The result of the integration of these qualities in the process of the education is the personality and spirituality» [10, p. 172]. Man's psychological health is limited by the harmony of his subjective world. Achieving this harmony is the necessary element of the personal and spiritual growth.

The personal growth is the process of creating and exercising the man's mental function. In the process of the personality growth the man realizes and forms his social needs, enlarges the ways and means of their coming true, understands and forms their own autonomy, becomes responsible for his choice of the decisions while interacting with the surrounding people. Personal growth consists of two stages at the minimum:

- 1) realizing needs and enlarging the ways and means of their plan implementation,
- 2) forming man's autonomy, self-determination, self management and responsibility for the displays of the autonomy.

The perspective of the personal growth becomes the harmonization of the man's interrelations with the society.

The spiritual growth is the process of the transcendental realization of the man's mental functions. In the process of the spiritual growth the man becomes aware of his life creator, studying his unconscious; it widens the awareness of the life, time, and environment. Accepting and knowing himself the person starts in a new light referring to his singularity, autonomy. He establishes the eventful links with relatives, creating spiritual relations with them.

Personal and spiritual growths mutually condition each other. The spiritual growth, in its turn, is the new level of the personality growth. The personality growth is the necessary condition of the spiritual growth. Correspondingly, the process of the personal and spiritual growth represents a spiral, in the opinion of N.P. Pattourina, each circuit of which testifies about man's self-improvement.

From the point of view of N.P. Pattourina, the notion «deep» event system reflects human ability to keep the full-blooded contact with the others, and organize it. The deep event system is elaborated in the process of the personality and spiritual growth of the participants of the interaction process, which arises between the teacher and the student, pupil and his classmates, teacher and representatives of the school administration and etc. There are two levels of the deep event system: the event system, reflecting the individual's ability to endure events by himself, and the deep event system, reflecting the ability to survive some events together with the other people. «The first level includes such particular abilities as, individual's awareness of the existence



and tuning into the internal feeling. The second level of the deep event system includes the particular ability towards understanding of the other and involvement into the contact. This ability is the condition of creating uniting events; it means a space, in which the development of the man's subjective reality happens» [10, p. 172–174]. If in the process of learning we can observe disorders (stagnation) of the personal and spiritual growth, then it interrupts the event community of all the participants of the educational interaction, and it becomes the reason of disruption of the psychological security and as a consequence the learning maladjustment of the student appears as a psychological barrier, preventing the student from the academic success.

It is very important that, the stimulus of the classroom and self-directed work, which influences the quality of the training of the specialists, is the interest of the students towards the contents of the assimilating subjects. On the part of organizing the students' classroom and self-directed work, it is important to support students' interest to the educational subjects, the technology of organizing control, which includes the types of the controlled student's activity, overcoming the stages of the control and elaborating the individual forms of the control.

To flow up the quality of the education at high institutions of the USA and Western Europe they created and still use module and rating system of the knowledge control, where you can find such pedagogical innovations as individual work with students, individualization of the control over received knowledge, systematic quality control over the knowledge and skills of the students. It is based upon the several components:

- priority of the written form of the assessment over the aural form,
- assessment using the classical five-point grading scale system,
- taking into consideration current and final progress,
- introduction of final rating of the learning process,
- introduction of the personal rating of the pupil as the essential index of the success in education,
- using the written and computer tests as the additional means, which make the examiner free from his routine work,
- reducing the time for examination session.

As the analogue of the module – rating system of the control credit-rating system of assessing students' knowledge exists at our high schools. The teacher is passing to the new level of using educational technologies:

- building the model of the differentiated contents of the educational material,
- Individual approach towards the learners' educational activity,
- Activating the students' work during classes,
- Forming the skills of self-directed studies,
- Efficient system of the rating indices.

The problems of the five-point grading scale of the knowledge assessment were discussed many times and well summarized by B.G. Yoganzen and A.I. Kouvshinova in 1969 [6]. It doesn't completely reflect the deepness of the students' knowledge, their



intention towards the cognitive activity. If we use five-point grading scale there is no possibility to flexibly assess students' knowledge, his abilities and the industriousness. The teacher is obliged to assess the reply during the exam by only 4 criteria: unsatisfactory, satisfactory, good and excellent.

Though having a lot of limitations, the five-point grading scale stays the most long-lasting system of the learners' assessment in Russian Federation. The widespread and popularity of this system can be only explained by habit and availability of this system, not the efficiency. One of the essential advantages of the credit-rating system is the possibility to get:

- more objective assessment of the students' learning activity,
- analysis of the learning results,
- assessing in a more various way students' qualities associated to learning.

If we introduce the credit-rating system at high school we should internalize, that the credit-rating system represents a summary of rules and regulations, which allow accumulate the conventional units (points) and assess all the results of the students' controlled educational activity while studying a particular subject [9].

The priority of the introduction of the credit-rating system at high schools also consists of the fact that they have the possibility to assess the results of the students learning activity using the additional criteria:

- Quality of the educational assignments,
- Systematic students' work,
- Ability to work in the team,
- Student's logical thinking,
- Creative activity during classes,
- Working with additional materials,
- Students' communicative skills.

In the functioning of the credit-rating system, the key point is giving the students information about the rules of studying the subject, time of the checking tests and particularities of getting additional points at the department.

The information availability for the student represents the additional stimulus to activate students' work:

- controlling and assessing themselves their learning activity,
- working taking into consideration the individual qualities,
- elaborating the pace and the style of learning,
- showing interest towards the studies,
- doing actively self-directed work,
- getting additional knowledge.

The openness of the system let the student to compare his results with the results of his classmates. This may stimulate the student for the activity and guarantees the quality of specialist training.

The credit-rating system of the control over students' knowledge at high school, changes the final evaluation in the subject. The final evaluation comprises the cur-



rent students' academic results during all the period of learning of this subject, including the results of the current intermediate tests and examination control. The regulation about the final evaluation is defined by high school regulations, which establish the order of accumulating students' academic results into the students' final point.

Credit-rating system allows calculating students' academic rating. It is used to analyze students' work. Using this rating you can find out students' abilities, his knowledge and skills, attitudes to studies. Getting students' academic rating they count students results in all studied subjects. The way of calculating the academic rating can be different, but it should be the same for all the students of this University. The analysis of the students' work can be done according to the academic rating results after finishing the term, the course and after University graduating.

Examining the control as the way of getting the information about the quality state of the educational process, there is the possibility to make corrections and the improvement of the methods and forms of the organization process.

Using logically built system of the control, it is possible to decide a number of the current tasks for the high institutions:

- teaching students how to do self-directed studies,
- teaching the students to treat the material thoughtfully, to see it as a part of the unique educational system in correspondence with the chosen specialization,
- increasing the efficiency of the teachers' labour.

Though knowing all the advantages of the credit-rating system, its implementation into the educational process is going with a lot of difficulties. The teachers and students do not well understand the system and have negative representations about it. The reasons lie in the wrong way of organizing calculation and control over students' academic achievements, which leads towards its complication and blocks.

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**Mikhailyuk A.N.**

## System of vital values and characteristic features life-sense orientations of youth

*In the given work issues of features of a life's situation of modern youth and also its reflection on sense-value sphere of young people are raised. The program and selected data of the empirical research devoted to the given problems are submitted in the article.*

**Keywords:** *life-sense orientations, sense-value sphere, sense of justice, youth, youth subculture, psychological defence.*

Reforming of the Russian society entails the radical changes connected to instability, imbalance of social, status positions of a person. Transformations in economic, political, moral spheres generate doubts about validity of traditional values, attitudes and aspirations even in psychology adult people. Young people are even in more difficult situation. The modern youth being a part of the society and constantly facing with contradictions of a modern social situation is unable to understand, accept them and to adapt for quickly changing environment. Young men and girls notice instability of life's positions of the adult generation that generates discredit to those values on which it bases. All these weaken social-cultural, moral and ethical interests of young people [2].

Youth is the major demographic group on which the future of the Russian society depends. It is impossible to create a properly progressive society respecting traditions of the previous generations and peoples of which it consists if youth is not interested in it. In this connection studying of life's values as a primary factor of life-sense orientations of modern Russian youth, the basic essential purposes and interests of young men and girls gains extremely urgent character [5].

Problems of youth have always caused a heightened interest. Works by F. Brentano, R. Lottse, N. Gartman, L. Fojera, S. Holl, S. Bjuler made a significant impact on forming a youth problems in their time. Works of domestic authors such as V.T. Lisovsky, I.S. Kon, S.N. Ikonnikova, Z.K. Selivanova, V.I. Tchuprov, E.A. Skriptunova, A.A. Morozov, etc. are important for our research.

Recently the notion of «youth subculture» has been used actively enough. It is used by sociologists, psychologists, criminologists. Mass media frequently addresses to it. Despite of the amplitude of its application of the notion there is no uniform understanding of the given phenomenon till now. Besides, the problems connected to this phenomenon are so various that researchers quite often ask themselves a question whether such a phenomenon really exists or behind this notion there is an opportunity to discard profitably and beautifully all discontent of the senior generation with the young one.

In order to determine the phenomenon of «youth subculture» we will address to the definition which is accordant to our ideas and which we take as a basis. The youth



subculture is esoteric, escapist, urbanistic culture which is created by young people for themselves. It can be named a partial cultural subsystem inside the official system of the basic culture of the society which determines a lifestyle, a hierarchy of values, mentality and a state of mind of its supporters [4].

S.V. Aleshchenok, I.A. Baeva, V.A. Bobaho, E.V. Krasavina, S.I. Levikova, V.A. Lukov devoted their works to studying youth subculture and processes taking place in it. The listed researchers and other authors testify that youth has its own subculture which expresses needs of young men and girls as specific social-demographic group. The authors unanimously assert that the youth subculture is a form by means of which young people are integrated into the society, and which allows them to mobilize their latent resources. In conditions of social anomie and cultural-valuable instability, the youth subculture develops their own ways of adaptation and problem-solving, as well as their own specific system of values [7].

It is necessary to note that among the works studying a youth problems both in the context of the whole society and as a special social group the number of works devoted to studying values and value priorities of young people has a primary amount. I.V. Abakumova, O.G. Drobnitsky, A.G. Zdravomyslov, M.S. Kagan, V.P. Tugarinov, etc. [6] addressed to the problem. However within the framework of the given field the problem of forming and dynamics of value and life-sense orientations in modern youth subcultures has still been remaining insufficiently investigated.

Researches mostly concern such problems as: features of value systems of youth of the certain region or ethnic group (S.A. Sergeev, V.V. Orlova, E.A. Samsonova, E.Ju. Efimova, etc.); studying or working youth (V.V. Loginov, I.V. Abaeva, D.S. Ledentsov, G.G. Pavlovets, etc.); youth involved in a criminal subculture (V.D. Pirozhkov, M. Rozin, etc.).

At the same time study of features of sense-value sphere of youth involved in formal and informal associations which are specific, but are not identical to criminal ones is submitted by few works. T.V. Egorova, L.V. Shabanova, N.N. Slusarevsky, G.A. Luks, O.B. Fursova, A.A. Kutyna, A.A. Matveeva can be named among the authors concerning the specified problems.

In our opinion, the problem of sense-value system of the young people involved in various formal and informal associations has a special urgency which can be explained by at least three basic moments:

Firstly, there are features of juvenile age, as one of special stages of development which is connected with an increased inclination for intimate-personal, spontaneous-group communication and self-affirmation (G.S. Abramova, A.A. Rean, I.V. Dubrovina, etc.);

Secondly, there are features of the most important stage of ontogenesis caused by an intensive forming of value orientations' system that influences on building up the character and the personality as a whole (A.A. Bodalev, J.M. Desyatnikov, I.V. Dubrovina, I.S. Kon, etc.);

Thirdly, there is a necessity of timely diagnostics, a psychological estimation, development and carrying out of psycho-correctional procedures when revealing a deformation of the system of life-sense orientations and their preventive measures.



Destruction of habitual notions and developed value orientations which are characteristic for modern Russia demands a special attention to becoming value systems of young people. The former ways of forming value orientations and systems of educational practice have lost their importance for today. Education of youth by means of stereotyped slogans and proclamations when they are not actually accepted by proclaiming people themselves (the senior generation, heads of different levels) has resulted in that fact that not only youth, but also adult generation do not believe in their effectiveness. In life-sense orientations, legal culture and sense of justice of people some transformations have happened which have generated a decrease in respect for noble purposes of a life, a critical negative attitude to the common objective values, to the law. It could not help reflecting in becoming value systems and the life's purposes of youth and caused a maximalist approach, intense uncompromising denying of general moral values and accentuation of attention to inclusion of own value orientations in the personal need-motivational subsystem, based on freedom of their choice. In I.I. Aminov's opinion [1] the result of such alienation from political, legal and moral values is in that fact that the increasing number of young people loses their basic characteristic features, moral and spiritual stereotypes of Russian ethnicity. On this basis we have assumed that specificity of value system of a young man is caused by features of his/her sense of justice.

The important factor of becoming of value system and life-sense orientations is the World Model of a young man. Age becoming of the World Model is originally determined by an influence of the family or the child's environment at early stages of his/her development. In R.M. Granovskaya [3] opinion, progress in becoming of the World Model to the juvenile age goes in conditions of an increasing divergence of values proclaimed by adults and norms and values on which contemporaries rely. Disagreement, protest against values proclaimed by adults, and also life's complexities, difficulties in understanding a political, economic situation in the society, transformation of an internal concepts and Self-images lead to a defensive reaction to a great number of problems. Leaving for a virtual world (the Internet «habitués»), an identification of a young man with role games' heroes (in historical reconstruction clubs), «adult» politics games are becoming variants of a defensive adaptation to the existing World.

The purpose of our research which basic stages are reflected in the present article is studying structural-dynamic characteristics of sense-value sphere of young people who are representatives of various formal and informal youth associations.

The sample of empirical research included three groups of young people who were representatives of various youth subcultures: the first group was made with members of the formal youth organization of «United Russia» party («young guardsmen») in the number of 47 persons; the second group consisted of participants of youth movements of a historical orientation (military-historical reconstruction clubs) in the number of 48 persons; the third one was formed from 50 young people inclined to carrying out their time in a social network («habitués» of the Internet).



All associations meet those basic characteristic requirements which distinguish communities of young people and give grounds to attribute them to subcultures. Researched young people reckon themselves as this or that named subculture, identify themselves with it. The young people which are included in groups listed by us accept and share norms, ethical rules, a lifestyle and features of perception which are peculiar to the given subcultures.

In total 145 young people of both genders aged 17–24 years old have been investigated, 85 % of which are the learning youth (students of colleges and higher schools), the rests have already got a specialized secondary or a higher education.

The research was carried out online and at personal meetings in the Rostov regional headquarters of political youth association «Young Guards of United Russia», in military-historical reconstruction's clubs of Rostov-on-Don and Rostov region, in the social network of the Internet.

Theoretical positions have determined a choice of particular psychodiagnostic methods which have been applied in the empirical research: the Rokeach Value Survey; the Values scales by Shalom H. Schwartz; the «Life-sense orientations» technique by D.A. Leontiev; the «Index of lifestyle» questionnaire developed by R. Plutchik et al., adapted and restandardized by L.R. Grebennikov; the modified «Sense of justice» questionnaire by O.V. Protasova which based on the test-questionnaire developed by the sector of psychological difficulties of struggle against criminality of All-Russian Scientific Research Institute of the Prosecutor's Office of the Russian Federation under the direction of professor A.R. Ratinov.

Research work has been carried out in four stages.

The preparatory stage (2008). At the given stage the research had an exploring character and was directed at studying a state of the problem of sources and factors which determined forming of youth subcultures and sense-value sphere of their supporters. It allowed us to formulate the subject, purposes and research tasks, to plan the basic methodological approaches to the solution of the research problem, to determine the research base and the contingent of examinees.

The carried out analysis of the scientific literature devoted to the problem of sense-value orientations in a youth subculture has allowed us to define the exploration degree of the given question at the present time, to find its poorly studied aspects. It was also possible to determine approaches to revealing features of sense-value sphere of the modern youth, including factors, characterizing forming and dynamics of values in connection with their belonging to this or that youth subculture. It allowed us to formulate hypotheses, to develop research procedures of the raised problem, and also to select diagnostic methods.

The research stage (2009). According to the developed plan the research stage was directed at gathering empirical data. Realization of the part of the research aimed at establishing facts assumed carrying out some diagnostic procedures which were directed at studying:

–value priorities of persons involved in various youth subcultures;



- life-sense orientations of young people;
- intensity and repertory features of psychological defences describing a level of a personal maturity and an adequacy degree of his/her reality perception;
- features of sense of justice.

The analytical stage (2010) included processing of the received data, specifying on their basis features of sense-value sphere of the young people involved in various youth subcultures.

The final stage (2010–2011) includes generalization of the received results, formulating conclusions and their comparison to the conclusions received as a result of previous researches of the investigated problem by other authors.

The solution of tasks of dissertational research was carried out by means of the theoretical analysis and generalization of conceptual works, results and actual data on the problems connected to studying features of sense-value sphere of young people.

The tasks of the preparatory stage demanded application of the method of the theoretical analysis. The theoretical analysis allowed us to distinguish the basic ideas and approaches to studying youth as one of social groups of the society and a subculture phenomenon, to disclose ideas about features of forming of sense-value sphere at a young age, about characteristics of various subcultures and to reveal influence of these features on development and dynamics value and life-sense orientations of supporters of these subcultures.

The works devoted to age features of the researched contingent, to reasons and conditions of appearance of youth subcultures as a whole and to reasons of forming of the youth subcultures investigated by us in particular were also subjected to the theoretical analysis.

We have used two techniques for studying system of values and value orientations: «the Rokeach Value Survey» and created on its basis and essentially modified and expanded technique the Values scales by Professor S. Schwartz. In our opinion application of two techniques having the identical purposes is expedient in our research as the results supplement each other.

Studying of a rank structure of terminal values and instrumental values, values at the level of normative ideals and values at the level of individual preferences in groups of young people who are representatives of various youth subcultures has allowed us to find out tendencies of specificity of value systems which are common for the all surveyed contingent: the similarity of rank structures and differences between proclaimed values and values which are realized in real behaviour.

In view of the fact that each group has doubtless rank variability, that is individual parameters have scattering wide enough, the following research stage assumed a discrimination of subgroups of young people with similar characteristics of value system. The cluster analysis has allowed us to described a number of subgroups having statistically significant distinctions according to parameters of value systems' types distinguished by us s (feature of the values-purposes (terminal values)); features of values-means (instrumental values); features of values at the level of normative ideals;



features of values at the level of individual preferences) that has allowed us to state about different variants of value orientations of young people.

The received new experimental groups were exposed to the further studying. In order to characterize each of the received types of value systems of young people, we investigated «the purpose in life», an integrated parameter of the level of sense of justice and ways by means of which young people carry out their attempts to separate from life's complexities of and to defend their personal idea about the world and about themselves.

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Nimanikhina O.I.

## Interaction with the adults as the space for developing psychological health of senior preschool children

*This article represents the results of the empirical research of the indices of the psychological health of the senior preschool children within the interaction with the adults, under conditions of the educational institution. The author describes the changes in children's psychological health, and their mothers after the introduction of the author's complex program of the development of the children's psychological health «Rostoček».*

**Keywords:** *psychological health, psychological professional health, system of the parameters of the psychological health of the senior pre-school children, up-brining adults, author's complex program.*

At present the psychological health is one of the critical problems. The notion psychological health is defined as the state of the balance between people and external world, adequacy of his reaction towards the social environment, as well as the physical, biological and mental impact, as the state of the harmony between the person and surrounding people, co-ordination of the representations about the objective reality of the subject with the reality of the other people, as the ability of the people to realize and use adequate ways of self-realization, trust to himself, to the others and the world [4].

The children's age, first of all, is characterized by the great dependence upon the environment. The great influence is made by the up-brining adults – parents and teachers of the educational institutions.

In order to study the influence of the developmental author's program upon the indices of the psychological health of the children senior preschool age and up-brining adults in the conditions of the educational process in PEI we carries out the experimental research in PEI # 273, # 291, # 24, # 34 of Rostov-on-Don in 2000–2007, and also in PEI «Svetlachok», PEI «Malish», MEI «Garmonia» in Volgodonsk in 2007–2010. The research was conducted along three stages.

The aim of the first stage consisted in studying the level of the psychological health of the senior preschool children, discovering the tendencies of the influence of the mothers' personality features upon children's personality, studying the indices of the psychological health of the uprearing adults.

At the next stage we implemented the author's complex program of the development of the psychological health of the senior preschool children under the conditions of the educational process of PEI.

We formed: control group (110 children) together with uprearing adults (50 people) and parents (110 people) and the experimental group – taking part in one module (113 children) together with uprearing adults and (57 people) and mothers



(113 people), taking part in three modules – 113 children together with uprearing adults – 57 people and mothers 113 people.

In conclusion, at the last control-diagnostic stage, the purpose of which was the control diagnostics, analysis and generalization of the received data and indices of the efficiency of the author's complex program of the development children's psychological health.

Experimental study grasped the system of the parameters of the psychological health of the senior preschool children: level of the anxiety and aggressiveness; level of the personal child's self-concept; the degree of the development of the social competence; studies of the interpersonal relations with the children of the same age; level of the non-verbal intellect; development of the child's ability for the emotional deceleration; level of the development of the self-regulation and self-control, and also the level of the child's emotional self-sentiment in the family and adequate recognition of the emotions and the feelings of the others; the child's desire to learn the surrounding environment and to act independently; the skill of coordinating his actions with the actions with other people in the plays and real life, making arrangements, observing the rules of priority, establishing new contacts.

Correspondingly in order to study the parents' psychological health we examined the following parameters: the degree of the social and personal adaptation; social and personality profile of the personality; level of the reactive and personal anxiety, and also the level of the social frustration; integrative parents' emotional attitude towards the child; particularities of the parents' attitudes. As a result of the experiment we have found the following children's subgroups: groups with high psychological health are 21 % of the children; groups with low level of the psychological health are 39 % of the children; groups with the average level of the psychological health are 40 % children.

The results of the research in the experimental and control groups of the parents showed that the parents as well as the children, have the following sub-groups: group with the high level of the psychological health is 22 %; group with the low level of the psychological health is 40 %; group with the average level of the psychological health is 38 %.

The research indices of the psychological professional health of uprearing adults (teachers, specialists, junior teachers) showed that the teachers with high level of the professional health are 34 %; with the low level of the psychological professional health are 23 %; with the average level of the psychological professional health are 43 %.

The comparison of the received results let us establish the stable tendency of the correlation between particularities of the psychological characteristics of the mothers and their children. 68 % of the children of the list of the respondents had an inadequate self-assessment and high level of the anxiety, which correlates with the same particularities of their mothers. The data received during the research gave us correlation coefficient of Spearman, which shows the tightness of the interrelation between two data files of the variables in this sample, with the following meaning:





–«inadequate self-assessment of mothers - inadequate self-assessment of children» – 0,64;

–«mothers' level anxiety– children's level of anxiety» – 0,76 (with correlation coefficient of  $r^2 = 0,45$  for the sample of 51 people with the level of statistic significance 0,001).

So, the interrelation of the distinguished characteristics is really significant and correlates directly.

At the next stage we started to implement the complex program of the development of the psychological health senior preschool children «Rostoček», which let us see the dynamics of the development of the psychological health.

Author's program consists of the three modules.

### **THE FIRST MODULE (FOR CHILDREN)**

#### *I Part «Self-concept»*

It gives the possibility to help the child to realize his particularities and preferences, понять, что он, как and every person is unique and inimitable. Teachers and parents help the child to check his forces.

#### *II Part «Feelings and emotions»*

It is called to teach children consciously perceive their own emotions – feelings and sufferings, as well as the emotional states of the others. The teacher makes the children acquainted with the emotions, the expressive meanings of which are postures, facial expressions, gestures, instructs them how to use their own feelings or emotions, and understanding of the emotional states of the others. The teacher facilitates the gradual awareness of the children of the fact that the same objects and actions, events can be the reason of the different emotions, evoke different moods; the internal difference with the other people and their similarities we discover, comparing the strangers' and their own feelings and emotions.

#### *III Part «Social skills»*

It suggests the children's training ethically valuable forms and ways of behavior in relation to other people. This helps to create the communicative skills: the skills of establishing contacts and keeping in touch, to cooperate and collaborate. Teachers instruct the children, showing them norms and behavior regulations, using which as the basis the child later builds the valuable forms of the communication.

#### *The second module (for parents and children)*

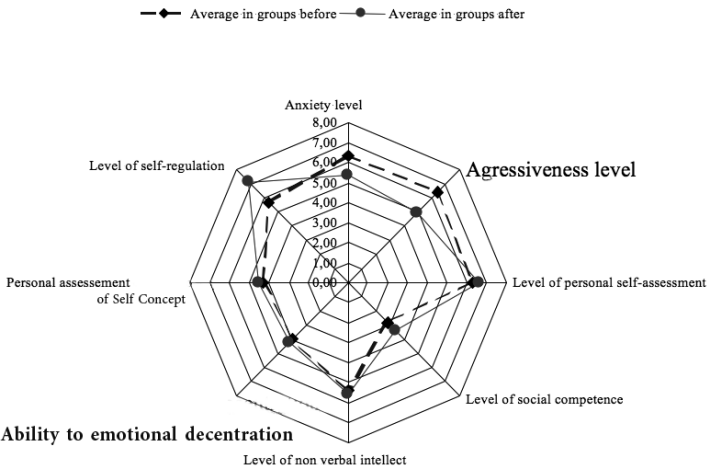
The important condition of the program realization is providing parents of children senior preschool age (legal representatives) the development of their psychological health, in this purpose the teachers give children home tasks for their collaboration with parents, the psychologist also organizes special classes with the parents, dedicated to the development of the psychological health.



### *The third module (for uprearing adults)*

The important condition of carrying out this module is revealing the level of the psychological professional teacher's health, and their participation in special groups, dedicated to the development of the psychological health.

As follows you can find the diagram which illustrates the dynamics of the levels of the studied characteristics in the experimental (one-moduled ) group before and after the program application. (For illustration purposes the index of «Level of the nonverbal intellect» in the diagram was increased in ten times) «Dynamics of the levels of the studied parameters in the experimental one-moduled group»



The further validation of the author's program suggested the selection in the sample of the preschool children of the control and experimental groups and finding out the efficiency of the author's program of the psychological support.

So, in the course of the validation of the author's complex program we found the following indices of the efficiency: among the mothers of the experimental group we managed to achieve the positive changes, corresponding to psychological health (adaptation, acceptance of self and others, cooperation position in the relations with the child, optimal emotional contact), and reducing the indices of the psychological problems (pressure upon the child, disdain of his interests, disadaptation, non-acceptance of Self and the others, contact failure with the child). In the control group the changes in the group of the mothers are inconsiderable, or even negative.

Thus we managed to show the possibility of harmonizing the relations of «child-adult» and increasing the status of the psychological health of the children as well as their parents through the specially created developing program.



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Khulapova A.A.

## The critical individualism system of E.A. Bobrov

*In the article there are analyzed features of a psychological concept of critical individualism developed by E.A. Bobrov in the spirit of the doctrine of Leibniz on a monad as "individual being". According to this theory, really there exist only individual spiritual substances which create the surrounding reality. It is considered the problem of how in the person's mind there appears a concept of the external world which is outside of soul.*

**Keywords:** *personalism, critical individualism, monadism, being, coordination, external world, self-consciousness, soul, substance.*

Evgenii Bobrov (1867–1932) is one of outstanding, talented scientists of Russia of the end of the XIX – the beginnings of the XX centuries. In the history of native psychological thought the figure of Bobrov takes a special place: he is professor of Derpt, Kazan, Warsaw, then Don, North Caucasian university, writer, translator, philosopher, historian of psychology who has left more than three hundred of works; he is founder of the original theory of critical individualism, and also founder of Rostov psychological school.

Activity of E.A. Bobrov as the scientific researcher and university professor is distinguished by versatility and wide coverage: history of Russian literature and enlightenment, pedagogics, psychology and philosophy – these are those areas of knowledge to which the scientific creativity Evgenii Aleksandrovich has been devoted, in each of which he has made the solid contribution. As the moment in development of the native historical-psychological thought, the theory and personality of the professor Bobrov represents considerable interest and importance.

It should be noted that the works of E.A. Bobrov, written hundred years ago, were not republished, till now his psychological views were not considered in the history of psychology completely. Scientific activity of the professor was studied not enough, and it is presented basically by articles in dictionaries and encyclopedias; till now there is no description of his detailed biography. Archives of Bobrov are not investigated; the question on influence of his scientific heritage on modern psychology is poorly developed. The archive of the Bobrovs which is in Russian Academy of Sciences in St.-Petersburg in the Institute of Russian literature (the Pushkin House) can render great help in decision of this problem.

In textbooks and manuals on history and philosophy of psychology A.E. Godin, A.N. Zhdan, V.V. Zenkovsky, V.F. Pustarnakov, F.F. Serebryakov, etc. mention Bobrov.

The general body of publications, devoted to creative work of Bobrov, has appeared before the revolution of 1917 (A.I. Vvedensky, S.A. Vengerov, A.A. Kozlov, E.L. Radlov, T.I. Rainov, etc.). From the modern editions there are some isolated articles devoted to some aspects of scientific activity of the professor (A.N. Erofeeva, M.I. Ivleva, M.A. Prasolov, V.S. Sidorov, V.V. Smirnov, N.I. Sukhov, L.V. Firsova, etc.). For today, as



a rule, to the heritage of the professor there address scientists-literary critics, researchers of ancient philosophy, and also representatives of religious-philosophical direction of science. Generally the name of Bobrov is mentioned in works on philosophy and literature, more rare – in logic and psychology. It is connected with the fact that the majority of works of Bobrov are written within the limits of native philosophy, literatures and education, and psychology and pedagogics shares about a quarter. Among psychological works of Bobrov the most known are “On consciousness” (1898), “External world psychogenesis” (1904), “State of the psychological science in the XVII century” (1911), “Historical introduction to psychology” (1916).

The research aim is description and analysis of the philosophical-psychological system of critical individualism, introduction of the heritage of E.A. Bobrov into the fund of historical-psychological knowledge. In this connection it is necessary to decide a number of problems: 1) to define theoretical preconditions of critical individualism; 2) to outline the whole circle of ideas of E.A. Bobrov, to carry out the analysis of his works; 3) to study psychological views of E.A. Bobrov, to define their specificity in a context of national history of psychology; 4) to define a place of the theory of critical individualism among the other personalistic concepts developed in native science of the first half of the XX century.

Bases of scientific views of Bobrov were generated under the influence of the German professor of Derpt university, Gustav Teihmuller, founder of neo-Leibniz’s theory in Russia. Besides the theoretical bases of the concept of critical individualism of E. Bobrova originate from works of Aristotle, R. Descartes, G. Leibniz. The substantive provision is Leibniz’s synthesis of the idea about an indivisible substance, entelechy of Aristotle with the theory of individual consciousness of Descartes, and also the doctrine about monads as a substantive unity of the substance and the form, the force and the entelechy, the body and the soul.

The theory of critical individualism concerns to personalistic neo-Leibniz’s direction in science. In the centre of this concept there is a problem of knowledge of the person, and also the doctrine of the world as a hierarchy of spiritual substances capable to interaction. In frameworks of the neo-Leibniz’s approach Russian authors develop a number of theories: “panpsychism” of A. Kozlov and S. Askoldov, “critical individualism” of E. Bobrov, “evolutionary monadism” of N. Bugaev, “monistic spiritualism” of L. Lopatin, “intuitionism” of N. Lossky, etc. Native personalists adhered to the Leibniz’s position that the contrast between mental (spiritual) and material being is false and both these sources are reduced to the common being. At the heart of reality there are individual spiritual sources – monads, substances, thus to each monad’s knowledge it is directly accessible only its own internal life [10].

According to the representatives of the neo-Leibniz’s approach, the basic method of psychology is self-observation, introspection. The knowledge aspires to the truth, but it is impossible to cognize the truth in external world. It is necessary to find ideas in own mind introspectively, i.e. by internal view of selves. In the absence of the subjective observation objective methods provide only likelihood results, therefore person-



alists are sure that in psychology it is impossible the strict experiment and objectivity of knowledge [8].

Bobrov warns the psychologists who are fond of possibility to learn the soul in experiment. We cannot define a threshold, where and how physical energy passes in the mental. It is impossible to explain the mental activity mechanically. The soul is not learnt by external feelings; it can be learnt only by introspection [2].

Leibniz believed that the soul has neither the source in the past, nor the end in the future; neither spatial, nor time definitions can be applicable to it. Time and space is only the order of things established by people, a way of our view on an external world [2].

According to the concept of critical individualism of E.Bobrov, really there are only individual spiritual substances, the individuals who are finding out their active nature and thus creating surrounding validity. The separate substance not only imagines the whole world, but simultaneously represents it by self. Each person represents something separate, the absolute world which it is necessary to concern with attention and respect [2]. This thesis has something in common with Leibniz's position that each monad bears in itself perfection, its own positive content and in such a manner that this content is the whole universum.

Bobrov named his theory critical as he understood an external world and categories of being used for its description (matter, space, time, movement) as ideas of the cognizing subject, result of activity of his consciousness. According to this concept, "the external world is a phantom, the phenomenon strongly proved by our own nature", behind it, as behind a symbol, there hide real beings from which we receive the information in the form of sensations experienced by us [1, p. 50]. But this phantom is something inevitable for the person at the given stage of his existential life. The philosophy which has overcome the belief in materiality of external world and considering it as an idea or a phenomenon is critical, since Descartes it recognized the unique life in the person's consciousness of "I", individual self-consciousness.

The theory of Bobrov is also individualistic as it recognizes as the original being only individual substances. "As in own consciousness we find ourselves as separate beings or individuals, and the critical direction does not undermine the value of this fact at all, our world outlook can fairly be called as individualism, but only critical because it is a result of the whole previous criticism of knowledge, i.e. the whole history of philosophy", concludes Bobrov [5, p. 37].

According to the critical individualism, the human personality represents not a unity of material and spiritual components, but a multitude of "I" where "I" is consciousness, unity of individual consciousness [1]. At the heart of this idea there is Leibniz's position on a "garden of monads" which says that "it is possible to present any part of the matter like a garden full of plants", but each branch of plants represents one more garden, similar to them [7, p. 425]. Thus the corporal substance represents not simply a cluster of monads, but association with the higher monad as the dominating entelechy, forming the spiritual source.



After E. Bobrov, the whole being of material subjects is reduced to our sensations and representations, i.e. everything that exists out of us is admitted by activity of our mind. But here there is a natural question, on what basis we attribute to combinations of our sensations some substantive basis that allows us to find in them ability to co-operate with other material subjects and to influence ourselves. In the works of the professor Bobrov it is proved how the person's mind comes to a recognition of "something" that lies out of his "I" (soul), and he also tried to define mental elements from which the concept of the external world is created.

G. Leibniz specified the fact of mental experience as a starting point of the external world cognition. In terms of the modern psychology language, this fact is the presence of two elements in consciousness at present: cognizing "I" and any content of consciousness. There is something that the person comprehends in himself, i. e. "I" possessing certain content, and also various phenomena or the phenomena existing in his spirit [9]. As well as Leibniz, Bobrov considers that any phenomenon has its reason. It is necessary to search for the true reason of all phenomena in the nature of human spirit; i.e. the spirit is a true basis of the phenomenal world.

After Leibnitz, E. Bobrov deduces the concept of being from the person's internal experience. By means of own imagination, fantasy we create other beings by analogy to our "I"; we take out these images for limits of the substance and we attribute them the same existence, as well as ours. "Analogue making, projecting are those soul activities with which help the external world representation is unconsciously created", confirms Bobrov [5, p. 37].

Our "I" directly realizes only one substantive being – own being. Carrying the content of own activities to supposed external subjects, "I" thereby transfer the concept of a substance from self on these subjects. Realizing self as a source of various actions, the soul attributes ability to action to other subjects of the external world.

Besides the individually-personal problems Bobrov was interested in the doctrine of being; he paid much attention to the analysis of ontologic problems. The professor deduces his concept from the being concept.

It is important the Bobrov's working out of the concept of "coordinal" being within the limits of the theory of critical individualism. According to the professor, it is possible to distinguish four kinds of being: ideological being (the content of the cognitive activity of soul), substantive being (direct consciousness of "I"), real being (consciousness function), and coordinal being which correlates all elements of consciousness together. Bobrov considered coordination as the higher form of being, the law: logic, psychological and space; it dominates in the world, in the soul and in the thought. All mental acts would be co-ordinated with the others. So each thought (act of cognition) incorporates with any feeling and movement [3].

In own works E. Bobrov analyzes a soul category (or "I" in more comprehensive sense) in details. He defines "I" as a point of parity, coordination, the general for the presenting in consciousness real and ideological being; without coordination with "I" nothing can be comprehensible and thinkable. "I" remains identical to itself by the



quality. Distinction is stretched only on soul function, or on the content of these functions (ideological being). "One "I" or the person differs from another "I" or another personality only in relation to their activities" [3, p. 54].

The value of "I" as a singular element of the consciousness opposite to the complex of ideological and real being is great, but it is necessary to note the value of coordination – the basic sign of live, complete consciousness. Individual life means the unity of "I", its ideological and real being. Hence, the concept of individual being and coordination cannot arise one without another [6].

Though in the scientifically-psychological analysis we distinguish direct consciousness from all other phenomena of consciousness, but this elementary "I" is inseparably linked with the phenomena of consciousness and in coordination with them form unity which forms the "soul" category. The soul represents coordinational being in relation to all individual beings, i. e. separate acts of consciousness - sensations, movements, concepts, images of imagination etc. [4].

The soul is known to us at a single copy, we directly understand our "I" and the phenomena, indissolubly connected with it. In thinking this coordinational being receives the value of the separateness, the feature, the individual. Thus, in the mind the concept of soul becomes the individual being. However the united cannot exist without the much. The soul as the united by its individuality forces thinking to recognize the existence of the much, to recognize coordinational existence. Along with the concept of our own soul in the thought there is a concept of many other souls, same, as our own soul which has served as a prototype for their creation [4].

Correlating the categories of "soul" and "much" from the point of view of the "united", the mind comes to formation of a concept of plurality of individual souls. If "soul" covers all manifestations of our consciousness, everything that belongs to our "I", all other souls, being out of ours, represent for our soul something external; this is an external world for our "I". This external world is not material, but consists of souls. Thus, the complex of all souls as the thought products is embodied in the world concept; the complex of elements of consciousness is symbolized in the mind by the soul concept. Comparing this understanding with that understanding of the external world what we use in our everyday life, we should ascertain a sharp difference. The external world in usual, pre-philosophical, understanding is the world material, the world of bodies, instead of the world of souls.

E. Bobrov is sure that the purpose of the further psychological research should be the solution of a problem of the way this initial, soul understanding of the external world turns into its further understanding as the material. Unfortunately, the professor has not left the works in which in details there would be traced the process of gradual materialization of the external world experience.

Analyzing the creative development and works of the professor, it is possible to notice that Evgenii Bobrov was the outstanding scientist with encyclopaedic interests, by the make-up he is comparable with other important figures of the end of the XIX – the beginning of the XX centuries. First, E.A. Bobrov wrote a lot – as the phi-





losopher, as the publicist, as the literary critic, and as the historian of psychology and pedagogics. The professor corresponded with N.Y. Grot, P.P. Blonsky, S.A. Rozanov and other known scientists of that time. Secondly, Bobrov taught in large university cities: Derpt (nowadays – Tartu), Kazan, Warsaw, Rostov-on-Don. Thirdly, he was known as the brilliant pedagogue and active organizer of student's groups, associations, scientific seminars.

The original concept of the critical individualism of E. Bobrov is a considerable component of Russian personalism and native tradition of psychological studying of personality. This theory concerns to the neo-Leibniz's approach and has its distinctive features. In many respects the theory of Bobrov is similar to ideas of the modern existential psychology (recognition of uniqueness and self-value of the human personality).

Motives of critical individualism penetrate all works of E. Bobrov on philosophy, psychology, pedagogics, especially till 1917. During the Soviet power when the basic attention started to be devoted to materialism history, and idealistic views were persecuted, many representatives of personalism have appeared forgotten. The analysis of the scientific heritage of the professor E.A. Bobrov gives the chance to estimate pages of the history of psychology, closed for ideological reasons, in a new fashion.

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## Value-sense barriers as a pedagogical problem

*In the article there are described features of occurrence of value-sense barriers in educational process and technology of their overcoming.*

**Keywords:** *personality's sense sphere, value attitudes, initiation technologies of sense formation, value-sense barriers, technologies of overcoming of barriers in educational process.*

New stage of development of education, when its value is cultivated by the state at a level of civil priority, needs the education focused, first of all, on motivational-sense development of pupils and for this purpose it is necessary to deduce educational process on a level initiating pupils' sense formation, as much as possible having approached knowledge to real life, to decision-making in difficult situations choice. "We will especially underline that a value purpose attitude in the designated above system of co-ordinates of designing of standards of education is the attitude on formation of world outlook of personality and on motivation to education as the leading motivation of development of personality" (Asmolov A.G., 2009).

Towards the pedagogical science and practice as a problem of educational process there is a problem of revealing of effective methods and technologies of pedagogical stimulation of the pupils' potential possibilities adequate to the purpose of development of the person of new generation, the civil society focused on values. The educational environment should become the space initiating personal development of the pupil, inducing to disclosing of personal potential, possibility to build own system of relations with the world and associates, promoting creative and intellectual self-development. Difficulties in the educational process, arising among subjects of educational activity in the psychological-pedagogical science they name as barriers.

The problem of barriers as individually psychological difficulties of the person in various vital contexts draws attention of pedagogues and psychologists. In a number of works (Abakumova I.V., Bakulin A.V., Rudakova I.A.) it is considered the special kind of barriers – value-sense barriers. Value-sense barriers represent the specific kind of psychological-didactic difficulties, connected with features of value-sense barriers development of personality and possibility to co-operate with surrounding and internal world at the personal level. Value-sense barriers are analyzed as personal obstacles of the cognitive action initiation, connected with alienation of value-sense concentrations of the subject of cognitive activity from the comprehended content, with infringement of the process of sense "uncrystallization", impossibility to deduce the cognizable on the level of personal sense. At occurrence of a value-sense barrier, personal experience of the subject of knowledge does not become isolated on objective values or objectivated senses, and as a consequence of these there disturbs the



process of sense increment, there is a deformation and regress of sense formation. Depending on a level of formativeness of the sense sphere of the person, value-sense barriers will differ under dynamic and substantial characteristics. The dynamic aspect of the sense sphere is understood as something that defines an intention to estimation of occurring and self, and the substantial one - as something that directly reveals from "the sense for others" into "the sense for self". Features of value-sense barriers are caused by motivation of the cognizing, his readiness for cognition on the basis of certain sense attitudes and that specific value which can be opened in the cognized as personal sense of the cognizing, and also a degree of stability and formativeness of his sense of life orientations.

In educational process value-sense barriers get certain specificity owing to the directed influence from the pedagogue as the subject to some extent operating educational process. Thus, value-sense barriers block the disclosing of personal senses, reflexion of sense attitudes, formation of sense formational educational and cognitive motivation. In sense formation models of education the relation "subject experience - objective value", i.e. personal sense, becomes a unit of the content of educational process. If such relation does not arise, we have the right to say that during mastering of the educational content there is a value-sense barrier which becomes an essential obstacle in personal assignment of the comprehended. The content of educational process thus cannot be considered as the contents of pupils' subject activity. At the best it can be qualified as the content potentially capable to sense formation, after overcoming of a value-sense barrier. It is necessary to treat value-sense barriers in educational process as subjective difficulties of pupils during comprehension of the reality reflected in knowledge when for the pupil the sense of the last should be revealed, i.e. there should be a cognitive-estimating relation to the content of a fragment of the comprehended reality.

During overcoming of value-sense barriers there is a levelling of alienation of the pupil's personality from the comprehended educational content. This result can be reached during the directed influence of the teacher using value-sense difficulties as problems on revealing of the sense or problems on distinction of senses without which decision the pupil starts to feel conflictness or situation duality, cannot precisely define between what he should actually choose. During the "problem on sense" decision there is an internal work of the person on correlation of displays of the motive in several planes crossed with each other: concerning the person's motive of overcoming of external and internal barriers for the sake of its achievement; on comparison of the motive with the other acting in consciousness of the subject possible motives of the same activity; on the motive's estimation in its relation to norms and ideals accepted by the person; on correlation of the motive with real from the person's point of view its possibilities, i.e. with the perceived I image; in comparison of own motive with prospective motives of other subjects. For the purpose of overcoming of value-sense barriers of pupils as the strategies of pedagogical influence it is possible to distinguish the following technologies:



- direct influence on the value-sense sphere of the person;
- use of the identity with the purpose of formation of the set relation to a concrete object;
- use of a stimulus motivation (in particular competitive) as a factor of formation of certain senses through convention.

The last of the listed technologies of influence is rather often used by pedagogues but at an intuitive level, out of understanding of specificity of sense initiation. Consideration of the competitive motivation as a significant formation component of the motivational-dynamic sphere of personality of the teenager allows to reveal the following scheme of interaction of cognitive, educational and competitive motivation. The subject competitions which in our country have rich history are the most widespread kinds of competitive educational activity. In conditions of the subject competition the cognitive activity is transformed. In such activity achievement of a motivational optimum is realized through overcoming of a sense barrier in a situation of collision of senses of the subject of competitive activity and the senses opened during appropriation of conditions of competitive activity, differing on completeness degree, mastering, and also substantially defining different specificity of motivational initiations. In the very purpose there is always a subject plan (transformation of the subject content of activity in a specific competitive context) and the personal plan (relation of personality to a situation, personal sense of the participant) and they also are deformed by a competitive context.

As productive for formation of a didactic system there can be recommended educational situations substantially focused on division of "I" and "Mine", through actualization of "I"; educational situations directed on organization of simultaneous representativeness to consciousness of two or more relations, situations directed on comprehension of the fact of crossing of life relations, educational situations directed on detection or any establishment of communications between life relations. As the technologies of overcoming of value-sense barriers there can be recommended the technologies: sense interpretation, (the technology initiating sense actualization at a level of sense presentation), inclusiveness (the technology of use of the context similar to real life situations, characteristic for the given age group of pupils, from real subjective experience to the subject, life world, through disclosing of personal senses of the given context, transformation of senses into joint activity); penetration (the technology when educational communication is considered as the directed translation of senses of certain substantial fragments of the comprehended information, direct (straight line) initiation of sense formation of pupils from the teacher); experience (the pedagogue's initiation of actualization of the steadiest sense formations of personality, attempt of creation of the common - the teacher-pupil - semantic space, formation of more difficult sense constructs as components of sense of life orientations of the pupils' personality).

Difficulties of pedagogues on initiation of sense formation of pupils can be also considered as value-sense barriers blocking the disclosing of personal senses, reflex-



ions, sense attitudes, formation of educational motivation of pupils. In situations of the pedagogical conflict a degree of value-sense barriers' manifestation can reach a maximum.

During the analysis of difficulties of interaction of the teacher and the pupil there have been revealed (Kolesina K.U., Rudakova I.A., Ter-Matiosova L.C.) three types of value-sense barriers deforming sense formation in educational process, blocking the process of uncrystallization of personal sense and generating impossibility of the sense's appropriation from interaction with the world around and cognizable culture. Each type of barriers has sense, emotional, cognitive and operational-willed components. It is established that each of barriers possess a specificity. They open, supplement, deepen, specify the content and degree of "uncrossing" of senses in consciousness of personality. The prosocial barrier is considered as the difficulty connected with infringement of conformity of all levels of senses: senses for self and senses for others. The inferior levels of senses (egocentric and groupcentric) dominate over higher ones (prosocial). The communicative barrier is considered as the difficulty caused and pre-determined by the prosocial barrier, connected with infringement of the process of "uncrystallization" of senses for self and others in conditions of interaction (hidden, neutral) of senses. The reflective barrier can be considered as the difficulty generated by the first two barriers and connected with infringement of communications of interpenetration interpenetration, mutual enrichment of the senses leading to doubling of a sense reality.

The special section of comprehension of the specificity of value-sense barriers in educational process is connected with studying of this psychological phenomenon among students. At the present period of the pedagogical science here it is possible to distinguish two directions. The first is studying of barriers among the future pedagogues, the second is studying of barriers in the course of mastering of not profile courses. Problems of value-sense barriers of the future pedagogues have the features caused by a level and stage of their value-sense development, professional self-realization; communicative potential, specificity of pedagogical communication style, behaviour strategy in a conflict situation.

The didactic mechanism of overcoming of value-sense barriers among the future pedagogues is carried out with use of the directed educational situations. Each group of educational situations has features. The educational situations directed on overcoming of the prosocial barrier, promote detection and disclosing of senses and allow personality to make a sense choice. Creation of a sense continuum from primary, most elementary sense personal manifestations (personal senses, sense attitudes, motives) to a level of the higher senses which define the person's sense of life, his main life values, initiating sense orientation of the person in real and life worlds is a strategic and simultaneously tactical problem of educational situations of this kind.

The educational situations, directed on overcoming of the communicative barrier, promote self-disclosing and realization of senses that allows the person to appropriate the sense for self from interaction with the world around and cognizable culture.



To the subject the sense is opened as a fact of his consciousness and is realized in conditions of an event. The event is characterized, on the one hand, as communication, on the other – as activity.

The educational situations, directed on overcoming of the reflective barrier, promote the further self-development of senses thanks to a sense trace - the experience establishing connection between previous and subsequent moments of formation of sense that allows personality's self-improvement. It is the sense trace that provides feedback between the person's integral sense sphere and a momentary sense preference.

The second aspect of the research of value-sense barriers among students is connected with features of motivation at studying of not profile courses. At the vocational education stage many students experience disappointment in a received trade. It is a result of a low degree of sensibleness of the educational sense. There occurs dissatisfaction with some subjects, in particular humanitarian disciplines which are studied by students of the natural-scientific profile; there are doubts in correctness of a professional choice; interest to study sinks. As a result, as E.F.Zeer marks, it is observed a crisis of professional self-determination [15].

Before becoming the professional, the future expert should master a whole register of special knowledge and abilities, and in the student's educational activity, according to N.I. Naenko, a priori there is an emotional stress - intensity at difficult situations - which is caused by an estimated situation concerning own educational activity, responsibility increase, great intellectual and willed loads, necessity to overcome overfatigue, extreme pressure of forces [13].

The impossibility to be educated according to individual features leads to misunderstanding of the importance of a teaching material on humanitarian disciplines, backlog in study, low results of studying, frequently there are every possible educational failures and "incidents" that create obstacles for satisfaction of students' significant needs.

In works of Slavina L.S. there were distinguished two kinds of sense barriers which more often arise among students. A barrier of the first kind is in relation to a certain requirement. A principal cause conducting to occurrence of the sense barrier of the first kind is not counting of the motives which have caused either act, either behaviour.

A barrier of the second kind is in relation to a certain person. The reason of occurrence of the semantic barrier of the second kind is repetition of the same influences, especially when they are ineffectual [17].

Studying of humanitarian disciplines' courses by students of higher educational institutions leads to occurrence of the problem connected with occurrence of frustration states among them (Osipova A.I., Melnichenko D.V.). Discrepancy between desire to master a certain speciality and to receive a certain trade (in many respects the main students' purpose at entrance at the higher educational institution) and necessity to satisfy social needs (obligatory studying of disciplines of the humanitarian cycle) leads to various stressful situations of the both cognitive, and social character.



The carried out analysis of the psychological-pedagogical literature allows to distinguish a number of conditions of activity of pedagogues of the humanitarian cycle promoting creation of preconditions of formation of value relation to a subject among students and, as possibilities, in overcoming of the arising value-sense barriers:

- creation of success situations motivating desire of students to join into educational process;
- account of interests of students at their choice of themes of papers, reports, essays;
- presence of necessary time for students on considering of a situation, results of analysis, absence of the requirement of immediate answer that generates a stressful state among students;
- inclusion of students in various creative projects;
- account of students' individual features (rate, rhythm of work, ability to independent thinking and activity, development of corresponding skills);
- accentuation of students' attention on performance of independent works, their importance in the system of vocational education of the expert;
- the detailed and all-round analysis of creative works of students;
- development of observancy among students;
- consideration at seminars of problem questions of creation of problem situations in education;
- ability to conduct a discussion;
- encouragement of students at discussion of the problems arising during preparation for seminars;
- discussion of real life situations with students, their training in skills of vision of similar situations in the history of mankind and their acquaintance to various ways of conflict situations' decision;
- encouragement of students at independent studying of additional material, own conclusions to reports, essays of written works;
- own participation in scientific conferences and students' involvement into them.

During education process the pedagogue not only imparts the knowledge of the subject to students, but also transfers them the value relation to it, influencing thus formation of the students' value-focused relation to mastering of knowledge on the given disciplines.

Thus it is necessary to consider the psychological characteristics of trainees, their motivation of mastering of the sum of knowledge which is presented by the system of higher education.

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