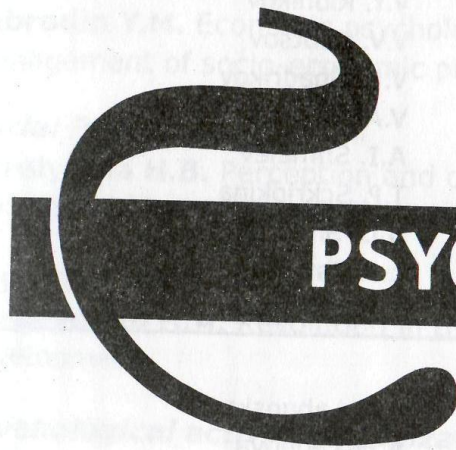


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## **Russian Psychological Journal**

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*First Vice-President of Russian Psychological Society, Doctor of psychological science, Professor of Moscow State University, and deputy editor-in-chief of our journal Takhir Yusupovitch Bazarov is 50 years of age!*



***Dear Takhir Yusupovitch!***

*Allow us, on behalf of the editorial staff of “Russian Psychological Journal” and its readers, to congratulate you on this good round figure!*

*You are not only the well-known expert in the field of social and management psychology, but also the unsurpassed practical psychologist and wise and fair pedagogue, who has cleared the way into the science to numerous pupils and has opened up new opportunities to the use of psychological knowledge in business.*

*Your prominent managerial abilities and non-ordinary thinking let you to become the personification of strategist, who can teach others and develop his own knowledge as well, confirming the efficiency of psychological knowledge and skills practical application.*

*The editorial staff of the “Russian Psychological Journal” congratulates you, Takhir Yusupovitch, on this 50<sup>th</sup> anniversary and wishes you further success, health, happiness, and hard-working and gifted followers. We believe, that you will make us happy with your new ideas and creative work for many long years.*

## 250<sup>th</sup> anniversary of Moscow University

On 25<sup>th</sup> of January 1755, according to the edict issued by empress Elizabeth Petrovna, Moscow University was founded.

The establishment project of the university and two gymnasiums had been developed by outstanding Russian scholar-encyclopaedist – M.V. Lomonosov and was submitted to the Senate by remarkable statesman, empress' favourite – I.I. Shuvalov.

That day, 25<sup>th</sup> of January, has become the foundation day of the University.

The solemn ceremony of inauguration was held on 26<sup>th</sup> of April 1755 at “Aptekarsky house” near Voskresensky gates on the Red Square (today, there is a museum of history building on this spot), at the same time with the celebrations on the occasion of empress Elizabeth coronation anniversary.

The University establishment had been the natural consequence of the trend of developments in Russia since the reforms of Peter I; besides, there was a need for the institute of higher education, as it was stated in the edict on the University foundation: “to acquire by means of decorous sciences any useful knowledge in our spacious empire”.

In the year of foundation, the University consisted only in ten departments, united in three faculties: *law faculty*– department of universal and Russian jurisprudence and politics, i.e. international law and history of international relations; *medicine faculty* – that covered not only medicine itself, but the other natural sciences as well, and had departments of “physical chemistry and especially pharmaceutical”, natural history, and anatomy with physical practical work; *philosophy faculty* – of philosophy department (logic, mathematics, and moral teaching), experimental and theoretical physics, oratorical art and poetry, universal and Russian history with subsidiary sciences.

During the ensuing years, the University structure has changed more than once and at present time it consists in twenty-nine faculties, as well as research institutions, interfaculty departments, research computing centre, botanical gardens, museums, main scientific library, publishing house, and printing office.

The University has never been as an “immured hall” of academic learning, always “keeps the flag of true science flying”, the science, which does not stand aloof from the real life, but becomes a social motivating force.



Understanding of a special role of Moscow University in the life of Russia has been increasing within the society. Powerful and well-to-do Russians rendered the University considerable money assistance. We know about donations of well-known Ural mining manufacturers Demidovs and princess Dashkova E.R.

In 19th century, learned societies of universal importance were founded at the University, such as history of Russian antiquities (1804), Moscow society of nature investigators (1805), society of Russian folklore lovers (1811), society of natural science, anthropology, and ethnography lovers (1863), Moscow archaeological society (1864), Moscow psychological society (1850), Moscow pedagogic society (1989), etc.

Among the honorary members of these societies were: Ch. Darwin, A. Humboldt, J. Goethe, T. Faraday, G. Helmgolz, W. Wundt, and our domestic men of science and culture – N.Y. Zhukovsky, D.I. Mendelejev, I.P. Pavlov, L. Tolstoy, and I.M. Sechenov.

The University initiated and furthered the foundation of well-known Moscow museums, such as: Polytechnic (1877), Historical (1833), Zoological (1863), and Anthropological (1879).

In 1912, Moscow University professor I.V. Tsvetajev founded Museum of fine arts – at present time A.S. Pushkin Museum of Fine Arts.

Historian A.A. Kizewetter's utterance "Moscow University is our spiritual motherland" sounds justly.

Long since 19<sup>th</sup> century, Moscow University has been a cultural centre of Moscow and the whole Russia as well. Fonvizin, Karamzin, Zhukovsky, Gribojedov, Gogol, Lermontov, Tjutchev, A.I. Gerzen, Osrtovsky, Turgenev, Chekhov, Bely, Pasternak, Sobinov, and Vakhtangov studied at the University.

Among the students of the University were: N.G. Rubenstein - composer, the founder of Moscow Conservatory, I.M. Sechenov – the founder of Russian scientific physiology, surgeon N.I. Pirogov.

In 19<sup>th</sup> Century the establishment of schools of thought began. There were schools of thought of physicists A.G. Stoletov and P.N. Lebedev, mechanical and aerodynamical engineers N.Y. Zhukovsky and S.A. Chaplignin, geochemist and the founder of biosphere theory V.I. Vernadsky, historians T.N. Granovsky, S.M. Solovjev, and V.O. Kljukevsky, psychologist G.I. Chelpanov.

Moscow University has always been coupled with its country and its nation, especially in the hardest periods of history. In hard times of the Great Patriotic War (Second World War) many teachers and employees of the University fought at the front, about two thousands of them never came back. By their achievements, the scientists of MSU (Moscow State



University) contributed significantly to the defence of our country and its economy development. More than three thousands scientific works on the strategic defence directions were fulfilled at the University during the wartime.

Among the scholars that are pride of twentieth century – A.N. Kalmogorov, N.N. Bogoljubov, P.L. Kapitsa, L.D. Landau, A.N. Nesmeyanov, I.Y. Tamm, N.N. Semenov, S.L. Rubenstein, A.R. Luria, A.N. Leontjev and many others.

Today, Moscow University is one of the largest Russian classical universities. More than two thousands Doctors of Sciences, five thousands of Candidates of Sciences, about three hundreds of Members of RAS (Russian Academy of Sciences) and branch academies work at the University. Eleven of 18 Russian Nobel Prize winners were graduates and professors of Moscow University.

The main “dignity and pride” of the University are its graduates. Every year, more than five thousands of highly qualified specialists are given the diploma of MSU. There are outstanding scientists, politicians and statesmen, diplomatists and journalists among them.

Moscow University approaches its anniversary with new big plans. At the place named “Vorobjevy gory”, in the territory, bordering upon the group of high-rise buildings of MSU that had been built in 1953, there is a group of new university buildings under construction, such as main library and university medical centre.

The major peculiarities of the University originally reflected in the development of university psychology, which had been presented from the very beginning.

In 18-19<sup>th</sup> centuries psychological conception of Moscow University was developed in the course of such fields as philosophy, medicine, natural sciences, and jurisprudence.

The graduate of the law faculty, historian and lawyer K.D. Kavelin developed a program of scientific psychology, oriented on history and culture (1862).

Natural science scholars – biologist K.F. Rulhe, physiologists Y.O. Mukhin, Y.I. Dyadkovsky, and A.M. Filomaphitsky offered a natural-science explanation of the psychic phenomena.

The graduate, and in the period of 1889-1901 years – professor of the medicine faculty, I.M. Sechenov developed the program of natural science psychology, which exerted a profound influence on the further development of domestic psychology.

At the zoology department of physics and mathematics faculty, well-known biologists V.A. Vagner and A.N. Severtsov founded the university

comparative psychology school of thought, based on the concepts of K.F. Rulhe.

N.N. Ladigina-Kots' animal psychology research on cognition and behaviour of monkeys became world-renowned.

Psychiatrists made an important contribution to psychology. In 1895, A.A. Tokarsky set up a psychological laboratory within the structure of medicine faculty mental house. G.I. Rossolimo organized a laboratory of experimental psychology under the medicine faculty neurological institute. As a result of his research work, he created the method of psychological processes quantitative assessment, named "Psychological types" (1909).

An advanced stage of its development psychology got in the philosophy department of the University. Philosophers P.D. Yurkevitch, M.M. Troitsky, N.Y. Grot, L.M. Lopatin, and G.G. Shpet made an important contribution to working out of psychological problems and to psychology teaching.

M.M. Troitsky had propounded a unification of all specialists, working at the University, who has ever been engaged in psychological problems. This idea was realized by setting up a Psychological Society at the University (1885). Thus, our professional community was first founded in the Moscow University. The Society issued its own journal "Questions of philosophy and psychology" (1889-1918) – the first psychological and philosophical journal in Russia.

New age of psychology development in Moscow University is concerned with the activity of G.I. Chelpanov, who worked at the University in the period of 1907-1923. He played a remarkable part in founding in 1912 (inaugurated in 1914) the educational and scientific psychological institute and the system of professional psychological education under Moscow University.

The institute became an important centre of theoretical and experimental psychology. The first research and educational psychological school of university was established at the institute. Many well-known psychologists came from this school, such as B.M. Teplov, A.A. Smirnov, N.I. Zhinkin, S.V. Kravkov, and the founder and first dean of the psychology faculty of MSU – Leontjev A.N.

L.S. Vigotsky – the graduate of law faculty, who founded the cultural-historical conception, according to which the schools of activity psychology were developed, worked at the psychological institute in the twentieth.

In subsequent period, many new scientific schools were formed in the University. S.L. Rubenstein, the chairman of psychology department, created within the structure of philosophy faculty (1942), founded the

psychological school, which was well-known as a school of subject-activity approach. The school trained many outstanding scientists, among which are L.I. Antziferova, A.B. Brushlinsky, K.A. Abulkhanova-Slavskaya, A.M. Matjushkin, and I.S. Yakimanskaya.

Among the post-graduate students of the psychological sector of the Institute of philosophy of Academy of Science of the USSR (Union of Soviet Socialist Republics), founded and headed by Rubenstein, were Y.N. Sokolov and M.G. Yaroshevsky. S.L. Rubenstein is given the credit of the system of psychological personnel training renewal, which had been founded by G.I. Chelpanov and abolished in the thirtieth. The system was used in two departments: psychology department of the philosophy faculty (since 1943) and department of Russian language, logics and psychology of the philology faculty (1947-1957) under the direction of S.L. Rubenstein.

Rubenstein recruited the prominent scientists of Moscow – employees of psychological institute (left out from the university structure in 1944) and other scientific institutions - to work at the University. A.N. Leontjev (since 1942), B.M. Teplov, A.V. Zaporozhetz, A.A. Smirnov, P.M. Yacobson, P.Y. Galperin (since 1943), A.R. Lurya (since 1945) and other well-known scientists worked at the department in different times.

From the set up of psychology faculty (in 1966), modern age of university psychology development started. The faculty became a large scientific institution and the centre of psychological professional personnel training. Different scientific schools had been founded and are developed now, such as *A.N. Leontjev's school of activity psychology*, *P.Y. Galperin's school*, *Psychophysiological school of Y.N. Sokolov*, *neuropsychological school of A.R. Lurya*, *pathopsychological school of B.V. Zeygarnik*, and *socio-psychological school of G.M. Andreyeva*.

Today, on the basis of these schools, important scientific trends had been created that have gained a status of independent schools, keeping the continuous connection with the classical schools of the University psychology founders.

## 120<sup>th</sup> anniversary of Moscow Psychological Society

Moscow Psychological Society was established under Moscow Imperial University in 1885. On 24<sup>th</sup> of January (Old Style) 1885 the first organizational meeting of the Society took place. At the meeting M.M. Troitsky was elected a Chairman of the Society, and Society Council was established.

Moscow Psychological Society is the first Russian professional union of scientists in the field of philosophy and psychology. It was founded in the period of formation of psychology as an independent science and played a large part in psychological science development in Russia.

The Society was founded for unification of all scientists, working in the field of philosophy, psychology, and other allied areas.

The Society was set up at the suggestion of M.M. Troitsky - professor of the University, philosophy department chairman of the historical and philological faculty. His initiative had met with approval from the professors of all the faculties, fifteen of which became the constitutors of the Society.

The first public session was on 14<sup>th</sup> (27<sup>th</sup>) of March 1885. M.M. Troitsky made a long speech on “Methods and tasks of modern psychology”. At the very meeting, fifty-three members of the Society were elected. In succeeding years, the number of members had been increasing steadily and at the beginning of the twentieth century it made up more than 200.

Among the members of the Society were: psychologists and philosophers (N.Y. Grot, G.G. Shpet, B.A. Foht and others), historians (V.I. Gerhe, V.O. Kljuchevsky, P.N. Miljukov, N.I. Kareyev and others), psychiatrists (S.S. Korsakov, V.P. Serbsky, V.K. Roth, G.I. Rossolimo, P.B. Gannushkin, S.A. Sukhanov and others), philologists (I.M. Setchenov, F.P. Sheremetevsky and others), biologists (V.A. Vagner, M.A. Menzbir and others), naturalist and the author of noosphere doctrine, historian of science - V.I. Vernadsky, writer and theatre figure – V.N. Nemirovitch-Danchenko, writers (Lev Tolstoy, A.A. Fet, P.D. Bobrykin, and others), professor of Moscow Conservatory – A.N. Scriabin and other outstanding figures of Russian science and culture.

Among the honorary members of the Society were such prominent scientists, as A. Benn, W. Wundt, T. Rebo, E. Zeller, G. Helmgolz, V. Windelband, G. Gefding, W. James and others.

In divers years, the Chairman of the Society were well-known psychologists and philosophers: M.M. Troitsky, N.Y. Grot, L.M. Lopatin, I.A. Iljin.

The period, when N.Y. Grot (1887-1889) and L.M. Lopatin (1899-1920) headed the Society, was the most fruitful.

The Society activity was to conduct scientific sessions (two sessions every month, excluding the period from 1<sup>st</sup> of May till 1<sup>st</sup> of September), as well as to publish the works of the Society members – reports, made at the meetings, translated works of the outstanding thinkers of the past and present-day scientists.

The works of I. Kant, B. Spinoza, A. Shopengauer, R. Dekart, G. Leibniz, W. Wundt, G. Gefting and others were published.

Since 1889, the Society issued its journal, named “Questions of philosophy and psychology” – the first Russian journal of philosophical and psychological questions (1889-1918).

It is necessary to estimate at its true worth the activity of Moscow Psychological Society, which exceeded the bounds of purely scientific problems and was connected with the influence that MPS exerted on the cultural life of Moscow. It was considerably promoted by the well-known public figures, writers, who participated in the Society work.

It was the Society tradition to carry out *public sessions on vitally important questions*:

The meetings, at which Lev Tolstoy made his speeches about the meaning of life (1887), philosopher V. Solovjev made his speech about moral progress of society, essence of true ideal, and the common Christian activity that during the last three centuries were more related to the progressive development of the West, based on humanity and freedom, than to the whole activity of the church (1891).

The public session, in honour of 100<sup>th</sup> anniversary of A. Shopengauer (1888), N.Y. Grot’s speech “Principles of moral life and activity” (1895) turned into discussion of topical moral and ethical basis of human existence.

These meetings gained in importance of public events and attracted attention of general public. The newspapers, such as “Moskovsky Vedomosty” and “Novoye Vremya”, reported about the meetings.

In 1922 the Society was dismissed for well-known social reasons. After the dissolution of the Society and exile of the Chairman I.A. Iljin, Moscow Psychological Society ceased its existence for 35 years.

In 1957, being guided by formed lines and methods of work, reorganizing them in compliance with new historical situations, it resumed its activity as a department of established the same year Society of

psychologists under Academy of Psychological Sciences of RSFSR (Russian Soviet Federative Socialist Republic); and since 1994 – Russian Psychological Society under the RAS (Russian Academy of Sciences) presidium.

The Chairmen of the Society, since 1957, were well-known psychologists: A.V. Zaporozhetz, N.A. Menchinskaya, A.M. Matjushkin, A.V. Brushlinsky, and I.I. Ilyasov. Since 1990, the Chairwoman of the Society has been professor D.B. Bogoyavlenskaya.

Being reactivated, Moscow Psychological Society endeavoured to keep the continuity of the splendid traditions, established during the whole history of the Society. It was done by direct impart of scientific knowledge from G.I. Chelpanov to N.I. Zhinkin, B.M. Teplov, A.A. Smirnov, S.V. Kravkov, P.A. Shevarev and others; from L.S. Vigotsky to N.A. Menchinskaya, A.N. Leontjev, D.B. Elkonin, A.R. Lurya, and from them to the present generation of psychologists.

Reactivation of the Society happened owing to the great efforts of A.A. Smirnov, A.N. Leontjev, B.M. Teplov, and S.L. Rubenstein, who had managed to resolve the disagreement between them and found the way to union for the sake of psychological science future.

At the conditions of lack of psychological institutions and their uncoordinated activities, not great department in Moscow University, and poor development of practical psychology, work of the first chairman A.B. Zaporozhetz (and later N.A. Menchinskaya) was directed towards consolidation of scientific forces in the field of psychology.

At the Society meetings the fundamental questions of psychological theory were discussed: inherent and social in the human mentality, activity problem, etc. The Society furthered the development of applied spheres of psychology (children, pedagogic, military, etc.)

Moscow Psychological Society has always been the largest and the most significant regional department of the Russian Psychological Society.

Today, at the differentiation of psychological knowledge, it includes twenty-five sections, which cover practically all the major areas and lines: personal psychology, creative psychology, communication psychology, mass communication psychology, perinatal psychology, differential psychology, psychophysiology, self-regulation psychology, structural and dialectical psychology of development, pedagogic psychology, psychology and pedagogics of reading, history of psychology, architecture and psychology, psychological anthropology, zoo psychology, ecological psychology, aggression psychology, posttraumatic shock, family psychotherapy, corporative safety psychology, organizational psychology,

legal psychology, practical psychology of internal affairs, and military psychology.

*Russian Psychological Society takes the occasion to express its gratitude to D.B. Bogoyavlenskaya and her colleagues for the given opportunity to join to this celebration.*

*On 4-6<sup>th</sup> of February, 2005, at the conference, devoted to the 120<sup>th</sup> anniversary of Moscow Psychological Society, psychologists expressed their attitude towards the leading hand of Moscow Branch of Psychological Society in the formation of psychological science of the country.*

*Thanks to the conference organizers' efforts, everything was arranged for discussing the topical problems of modern psychology and its place in the social and cultural life of Russia within the framework of 24 sections work.*



# Economic Psychology

Zabrodin Y.M.

## **Economic Psychology of Personality and the Management of Socio-Economic Processes.**

*The article is devoted to some significant trends of economical psychology development in the period of social and economical transformations and indicates the practical matter of the real-world problems, which the economic psychology deals with. The possible outlook of the development of economical and psychological investigations that have been elaborated during the last quarter of the century on a joint of personal psychology, social psychology, work and management psychology, and organizational psychology are submitted for a discussion. According to the author's opinion, the most important areas and "growth point" of the economic psychology as a science of patterns and mechanisms of regulating personality behaviour in economic situations are performed in the article; the possible application of the results of these investigations in real life of communities and organizations is indicated as well.*

**Keywords:** *economic psychology, economic behaviour, human resources, psychological mechanisms of behaviour regulations, social management, human resources management.*

Social processes and social production in the view of psychology.

Our consciousness is so much accustomed to the continual use of the number of ideologized clichés that every time when the matter concerns the analysis and appraisal of the important social (political, economical, etc.) phenomena or the state decrees that determine the fate of the country - in each case for the purity of the analysis it is necessary to begin with redefinition of some concepts, important for the subsequent statement. At the same time, the triviality of the statements, implied by such redefinition, is (as before) nothing more, than the ordinary psychological illusion. The deviation from these clichés involves the reconsideration of logic structure and causations of the base concepts of humanistic orientation, the estimation of their real "substance" and scope: mutual relations with other adjacent concepts that form the area of humanitarian knowledge; their

interrelations with the objects and events of the objective world (a reflection in the structure of concepts of the subject reality).

But for all that, it is necessary to understand distinctly that the structure and the formation of knowledge not necessarily coincide with the structure and the substance of the process of reality reflection, though the general consequence of all is apparently the organization of the personal experience, defining the regularities of the person behaviour.

Let us begin with the simplest example. When we say words “*social production*” a number of various definitions and associations arise in the consciousness of our nationals. But, as the polls show, the most important and the most essential thing, lacking among them, is the exact and adequate understanding of the sense of this word-combination.

None of the respondents answered that the social production is *the production of society*. In other words, that it assumes *the sustenance of the definite human organization and the continuation of its existence*. In that case, the social production means at the least the following:

- production of *the person* ;
- production of *the living conditions*;
- production and reproduction of *the human relations*.

It looks as if such comprehension was self-evident for philosophers, humanists, and social scientists of the nineteenth century. According to this comprehension, human constituent and human measurement always came first as it was absolutely clear for them that there is not and can not be any human society without a human being [3,5].

It is reasonable, that in such comprehension the next two questions become fundamental:

1) What does the mentioned human production represent, what regulations it is defined by and by which technology it is carried out?

2) What does the production and reproduction of human relations represent, what regulations it is defined by, and what technology does it apply?

Both these questions have the certain attitude towards the area of sociology, ecology, and personality psychology that study the laws of human behaviour in the world and the laws of person development. The answers to these questions is the base of scientifically grounded solutions of the practical problems of culture, education, and economy, since it is obvious that the production of living conditions only does not guarantee their effective solution (even being their forerunners).

Similar questions arise in the area of socio-labor relations and they also can be examined in the course of the foregoing scheme, on the different levels of these relations.

In *the society*, in *the human organization*, on the level of *an individual* we discover the same triad: living and activity conditions, human relations, and production of the subject [1,6].

It is easy to see that this triad exists in the area of *Education, Work, and Rest*; socially necessary (“busy”) and leisure time of person, and then we face the classical problems of *working conditions, education, and leisure time*; the maintenance and development of human relations in *work, education, and leisure time*; the production of the person as a *subject of work, education, and personal life*.

Naturally, there is a problem of management of social processes from the direction of the society and the state at all stages *of the civil and professional formation of a person*.

The major element of social management of the process of public production of any person as a citizen and professional is the state social processes in the systems of education and employment, and especially – the processes and mechanisms of transition from education to work and back. Such management should result in the creation of detailed professional spectrum of the contingent of well trained experts, who take part in the process of production of the society in all its range: from the craftsman and the businessman to the wage labourer and the civil servant (official). And though all of them join in the management of social processes, the structure of their social roles and the maintenance of control actions can differ (and in a number of examples they really differ) radically.

So, unlike the classical “manager” that carries out the *management of "actions"* of different level professionals, whose primary goal is the coordination of interests and functions of professionals in the industrial organization (in a wide sense), the state official carries out the management “in the territory”, and in this sense he controls “*a part of the life*” of the other people, instead of “*a part of their activity*”, due to:

- the influence and “the power” over living conditions and circumstances of people’s life;
- the influence and “the power” over people, their relations and norms of behaviour.

From this point of view, *the state management* actually becomes *a management of the social processes of people’s “life”* in one or another territory, in one or another eco-niche, instead of “the activity” of professionals in one or another organization, in one or another institution. In such case, both the social function and the social result of such management, its subject and object can differ essentially, including such aspects as:

- “production and consumption” of living conditions;

- “production and consumption” of the subject’s realities;
- “production and consumption” of the subject.

Therefore, in the given relation, it is necessary to distinguish strictly enough: *the Society* (as a system of “people’s life”) and *the State* as a mechanism of *the management of the Society; the system of “ people’s life”* and *the system of their activity; the management in the organizations* and *the management of people’s “life”* (social processes) with *the help* and *“through” the organizations*.

Thus, the social practice includes several *major directions of the given community members’ activity and those real relations and systems of relations that are formed within the limits of these directions as well*. And the greatest importance among them now is the problems, connected with *the definition of ways of civilized development of the country: models and purposes of the social order, determining the basic systems of values, priorities, taken decisions, and implemented actions*. And above all, the questions of interrelation and correlation between:

- The Person, the State and Society;
- The Person and the Nature;
- The Person and the Market;
- The Person and Culture (including Education and Development of the person).

Thereupon, the psychological science, in particular, and the study of human nature, in general [2,4], are facing new problems:

- *Analysis of the processes of life* (that do not coincide with the processes of activity and are not exhausted by them):

Development of the person;

Occurrences and satisfactions of the requirements;

Production and development of the relations in a set of subjects {Sb} and in a great number of “subject – object”;

Clarification of how the social processes “develop” out of “*life*” of *the set of subjects {Sb}*:

- “mass” processes;
- correlation of the “individual” and “public” consciousness;
- processes of production;
- processes of exchange (as the realization of market relations);
- forms and processes of the consumption.

*Definition of the structure and factors of the social processes management:*

- interactions and relations of the subject;
- “family” (relations of sexes);
- production of Sb;

- production of relations;
- production of living conditions;
- distribution of property and product of activity;
- "public" consumption.

The development of political, social and economic reforms pose some new problems of the state regulation (including the direct control) that vary by their content and differ qualitatively from the previous social processes in the foregoing fields.

The new social phenomena, new principles of the organization of life and activity of people in conditions of proceeding to the market relations, to the jural state, to the growth of the person concernment and its responsibility for choosing its own destiny, emerge. There is a necessity of the realized *control and self-governing of the development of the person as a citizen and a professional*, in other words, *the Management of the Human Resource in the system of its interactions* (in contrast to the former concept of applied psychology – concept of *Consideration of Human Element*).

Management of the manpower [4,7] developing at three different levels - the society as a whole (population level), the organization as a social institute (personnel level) and the single individual (person level) - assumes, first of all, the management of its “quality”, including:

- *cultural, professional, and mental potential of the society;*
- *rational organization and use of gained potential of the human abilities in the different sectors of social production;*
- *development of the person itself as a citizen and professional.*

What parts take the state and non-governmental structures in the mentioned processes? What role does science play in these processes? The answer to these questions assumes the development and the realization of *active social policy of the state and the public associations of citizens*, and then: an estimation of sense, the actual state of affairs in the given field, the forecast of the social phenomena of development both on macro and micro levels, the definition of conditions, mechanisms and factors of controllability in the social environment [4,7].

For effective and active social policy there is a need of at least [7]:

- analysis of the former and current social situations;
- definition of real problems, priorities, and acting factors (including transition to the construction of causal models of micro-social processes);
- definition of principles and criteria of the efficiency of various social systems;
- projection and creation of action mechanisms of the mentioned systems;

- definition of the structure and the effects of vertical and horizontal interactions in these systems;
- estimation of resource supplying, and in case of need - creation of such resource;
- logistical support and financial provision of the worked-out mechanism, scientific guidance for its action;
- peopleware and elaboration of the mechanism of “personnel management”.

Solution of the mentioned problems is impossible without an estimation of condition and dynamics of:

- social and economic background and living conditions of society;
- needs of society and its reproduction;
- development and functioning of organizations as human associations and a place of the person in them;
- concerns and norms of behaviour of a single person;
- opportunities of personal development;
- variability of a single person’s destiny and the opportunities of indemnity and compromise in the solution of his vital problems.

Adverting in the offered way to the questions of vocational training, work and employment of the population of Russia, its effective participation in the realization of reforms, carried out by the state, we discover a number of not only new and unstudied, but even poorly realized *human problems - the direct consequence of implemented reforms*.

In the field of property: in the near future, in the social processes, absolutely different three patterns of property - state sector, social (“public”) form of ownership, and “private sector” will coexist “on equal terms”.

In the field of labour relations: relations of hired labour (in the system of available workplaces), business undertakings - as creation of new workplaces in the non-governmental sector of economy, self-employment as an individual development of “the life space” of a person will start to cooperate actively and this interference will intensify in future.

In the field of professional development: alternative, including non-governmental, forms of vocational training arise and will develop creating special “non-labour” area in the field of professional occupation of the population.

Thereupon, a necessity of special research and comparative estimation of the state opportunities (at the different levels - federal and regional) and non-governmental *management of labour and trade markets* arises in two directions:

- creation and comparative assessment of work places and educational institutions, their social implication and profit;
- study and comparative assessment of the market structure.

The matter concerns “external” and “internal” labour markets (beyond and within the acting social organizations, enterprises, establishments, and other social institutes); the spectrum and prospects of development of “the trade market” (taking into consideration the new and arising professions, as well as conversion processes on the ground of scientific and technological progress, and the change of a ratio between military and civil sectors in the structure of social life); a rational correlation and relation of the systems of vocational training and employment, etc.[7].

The process of reforms, changing the social responsibility of the state to citizens and creating a new system of the state guarantees and social maintenance, has generated many new problems of social and occupational adaptation, readaptation, and rehabilitation of the population of Russia to the transition period conditions. These problems determine different levels and different degrees of “activity” in the social policy of the state and various weight of state and private structures in their solution.

Thus, social and vocational rehabilitation and protection of citizens can embrace:

- public assistance (including a welfare for unemployed) at the minimal living wage;
- creation of new workplaces and the assistance in searching the appropriate vacancies;
- creation of “vacant” educational places, vocational retraining of specialists;
- creation of the opportunities for raising the level of skill and growth of professional (and social) firmness of person;
- creation of opportunities of the professional self-determination and self-employment, etc.

Development of active social policy at the labour market (in a wide sense) requires the creation of special systems of social monitoring of the labour market in regions and in the country as a whole, as well as creation of system of support for civil and professional career of the person.

It is necessary to make the estimations and the forecast, as well as the new classification of a contingent potentially and really employed population; the estimation and the forecast of the nearest, including the latent and reserve opportunities of potentially able to work population; opportunities of improvement of the quality of the professional contingent, its rational reproduction and development; structural distribution of the



contingent in different sectors of economy, and the analysis of its intentions as the basis of structural reorganizations of the labour market (due to migratory processes as well).

The real estimation of the quality of labour in the country and the forecast of its change should become one of the principal results of the mentioned monitoring. The other principal result should be development of the system of support of professional career, which should come to take place of former mechanisms of the strict state distribution of skilled workers at the transitions from the general education and vocational school to social and labour field – the field of economic activity [4,7].

*Thus, at the time of Russian reforms, living conditions, the habitat, and the system of human relations change radically, creating fundamentally new circumstances of life, where the economic behaviour of the subject is carried out.*

During last decades, rather new area of the psychological analysis that investigates the social and labour field as a whole is actively formed, studying the peculiarities of different forms of economic behaviour of person, as well as the laws of existence and activity of such specific social institutes as the manufacturing and intermediary organizations of the national economy. Hence, the detection of regularities is accented, as well as social and psychological regulators of the “economic” behaviour of person.

The modern economic psychology develops on a joint and basis of the personality psychology, the work psychology, the social psychology, the psychology of advertising, the psychology of management, and organizational psychology and it defines the peculiarities of its method and its data domain. Today, the modern economic psychology is occupied with at least three following classes of problems:

The psychological analysis of *phenomenology, laws and mechanisms of the regulation of behaviour of the economic process’ participants*: managers (including those, who creates, applies, and protects social norms of the economic behaviour), producers of a useful product (goods and services forming the public offer), intermediators (especially the social institutes organizing transport, exchange, trade, advertising, etc.), consumers (creating the social wants, forming demand and fashion for accommodation, clothes, behaviour, leisure, etc.).

Study of person in *the economic processes*, along with psycho-technologies of its development (formation, support and realization of the professional career, movement in the social institutes, the mastery and fulfilment of the norms of social and organizational behaviour, and

replacement and execution of the basic economic roles – of a businessman, administrator - manager, and a wage labourer).

Study of *the movement of products of the economic activities of a person* - from the producer (with his own mission, social function, workplaces, and the organization, technologies and personnel) to the system of offer through the detachment and independent movement of a product (with its organizations, personnel, advertising, and mechanisms of distribution and exchange) and up to the consumer (with the social regulators of quality of goods and services and the qualities of consumption as the indicators of life quality).

Thus, the basic processes connected with formation, structuring, and satisfaction of needs of the members of the society, as well as production and movement of the object of satisfaction of these needs, get into the field of analysis. Under the conditions of social and economic transformations, the research of fundamental aspects of mental regulation of human behaviour (first of all, economic behaviour of person) becomes one of the major problems of the psychological science; the problems that have direct application in the work of experimental psychologists, in the creation of market of the psychological services adequate to conditions of a period of transition.

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# Social Psychology

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## Perception and change of image as a phenomenon of interpersonal relationship

*In the article, the author's conception of image as a phenomenon of interpersonal relationship is represented. Historico-methodological and theoretical bases of this conception creation are analysed elaborately.*

*Image itself is showed as a character of the subject created in the interpersonal relationship due to the cultural symbols. The image bases itself on the I-conception of subject. There are two plans that are worthy of being noted: the deep plan (image program, described by the concepts of "mission", "purposes", and "legends") and external plan, represented by image-creating symbols (verbal and non-verbal).*

*Number of research on formation and modelling the person's image has proved the conception offered by the author.*

**Keywords:** *image, subject character, image concept, I-conception, image-creating symbols, interpersonal relationship.*

### *HISTORICO - METHODOLOGICAL BASES*

Ideological premise of modern socio-psychological concept of the image as a phenomenon of interpersonal relationship are laid not only in history of socio-psychological science, but also in the whole range of the sciences of human being. The backgrounds of the concept of the subject image, which perception generates special relations between the image perceiving subject and the person embodied in the image, trace their roots back to the ancient philosophy, in which context the problematic of the subject image is separated out of broader range of questions connected with phenomena of image and reflection.

As early as in the classical period of history of Ancient Greece (V-IV centuries B.C.) - the time of bloom of antique notion of the personality and its social characteristics - there were two main ways, two tendencies, which we conditionally designate as "Platonic" and "Aristotelian" that had been distinctly outlined in Athenian thinkers' approach to the nature research and to the destination of the subject image.

Conventionality of this distinction is concerned with the fact that, in the process of further historical development of doctrines of the subject image, these two ways entered into the relationship repeatedly,

occasionally forming the most intricate combinations [19]. Therefore, before proceeding to the statement about the image concept as a phenomenon of interpersonal relationship, it is necessary to describe in a few words the distinctive features of these two ways.

For “Platonic” way it is typical to consider the subject image as a result of self-expression of the very person, where an aspiration for self-knowledge underlies. And this knowledge can be achieved only through the self-display, in the intercourse with any other person.

The process of such image creation represents as an active, creative, and purposeful activity of the person. And this activity consists of the actualization of qualities potentially incorporated in the person that promotes progressive self-development and self-improvement of the person.

So, in the dialogue “Timaeus”, Plato develops the doctrine of “singeneya” and “pandeya” [24]. Singeney is a unity of God, regulating the world, and a person, aiming at calogatia [16]. In Plato's interpretation, calogatia presumes not two, as in the interpretation of Socrates predecessors [15], but three modi: mind, soul, and body.

Hence, the problem of education emerges. “Pandeya”, including the ways of formation of healthy soul and developed mind in the strong body of a teenager, acts as the art of carrying a person to external and internal harmony.

It must be noted that, the subject image in Platonic interpretation is defined as entirely adequate to the displayed one, reflecting real, objective properties of the individual, as the person itself, while aiming at self-knowledge - self-improvement, does not aspire to distortion of his own image.

One of the vivid descriptions of Platonic concept of self-knowledge through reflection in the other person is Plato's dialogue “Alcibiades II”. In this dialogue, Socrates, interpreting well-known inscription in Apollo's temple in Delphi, said: “If the eye wishes to see itself, it should look into the other eye”, and “if the soul wants to cognize itself, it should glance at the soul”.

The “Aristotelian” way is characterized by the interest in the problematic, related to the influence of the subject image upon an audience. In Aristotle's time, the social practice (speech of orators and politicians, activity of sophists, and the ancient theatre) dictated the following urgent questions: What do emotions and aspirations stir up in people by perception of this or that subject image? How to control people, influencing on their emotions, opinions, and decisions by presenting them one or another subject image?

It is obvious, that the subject image, created not with the purpose of adequate self-knowledge, but with the purpose of making one or another certain impression on the perceptive subject, must not so necessarily be completely adequate to its prototype.

Accordingly, it is estimated not only at a degree of conformity with the prototype, but at other factors (such as conformity with ethic and aesthetic standards, internal consistency, etc.) as well. Strategy and techniques of designing a person image, taking into consideration the features of its perception, become the objects of analysis that implies the analysis of the image structure, as well as its sign and symbolical nature recognition.

In the treatise “Theory of poetry”, within the bounds of the doctrine of the character, developed by him [4], Aristotle covered such problems as creation of a character, its structure and elements, perception of the character by public, and typology of the character.

As a matter of fact, by character it is implied nothing else than a symbolic image of the person, specially created by simulation of prototype (as a rule, mythological or historic figure) particular behaviour, his individual features, taking into consideration the regularity of its perception by the audience, for the purpose of having a certain psychological influence upon it.

In Aristotle’s opinion, character is not a mechanical analog of the prototype; schematization and idealization is used for creating it. At the same time, owing to the individualization, character provokes in the audience an emotional reaction (empathy), serving as a basis for catharsis.

According to Aristotelian definition of catharsis, the indispensable condition of approaching it is “reproduction by the action, and not by description” that is a straight (rather than by way of description) demonstration of characters. Thus, one might say, that by Aristotle, the main function of the character is the demonstration of behavioural features and others active characteristics of the subject-prototype. Aristotle's position that irrespective of character qualities, its contemplation always gives pleasure, has a great value.

Both Plato and Aristotle acknowledged the symbolical nature of the person image. However, in interpretation of the concept “symbol”, the distinctions in kind of their approaches became apparent. In the frame of “Platonic” way, attention attracts to richness and inexhaustibility of the symbol’s matter, to the point of underlining its mystical nature; quite the contrary, in the context of “Aristotelian” point of view, the conditional character and schematisation of symbolic notation is emphasized.

It is also necessary to accentuate that, at the heart of both approaches to the subject image research the specific phenomena of social practice lied. “Platonic” approach came out from the philosophical and theoretical reflection of Socrates’ life and activity, as well as the religious practice of V-IV centuries B.C.; “Aristotelian” approach reflected the practice of sophists and ancient theatre.

In the course of the further development of European conception, the mentioned tendencies were often intertwined, as, for instance, in the theoretical concept of humanists, which eclecticism became a reflection of public consciousness in the era of Renaissance, having typical pluralism of the public ideal.

The further development of the theoretical comprehension of the phenomena, concerned with the creation and perception of the subject image, frequently united the approaches typical for two directions chosen by us conditionally.

V. Diltey, in the frame of his concept, has developed the idea of empathy first entered by T. Lipps and put into scientific use a notion of “in-sensation” and “expression” as a generalized experience of the person. This concept came as an important step in modern comprehension of the symbolic nature of the image as an image of the person created in the interpersonal relationship.

The important theoretical premises of modern concept of image are contained in D. Durkheim's doctrines of social concept, in ideas of collective consciousness and “psychology of nations” of W. Wundt, G. Lebon, and G. Tard that formed an ideological base for studying socio-psychological regularities of the image perception as a phenomenon of interpersonal relationships.

Before the scientific social psychology, the ideas and methods of study of the person image had speculative character, lacking the strict theoretical development, as well as essential data of empiric researches.

Subsequently, with the advent and development of social psychology, many of these ideas and approaches have received a scientific substantiation and were reproduced at a theoretical level in the structure of socio-psychological theories of the twentieth century. As for mentioned above two ways of the person image research, they are present at the development of social psychology of the twentieth century in the form of two complementary tendencies.

The tendency, conforming to “Platonic” way, consists in considering the person image as a method of self-expression, self-consciousness, and self-realization, while the tendency, conforming to “Aristotelian” way, consists in viewing the person image in the aspect of psychological

influence. Both tendencies frequently adjoin within the unified concept, but quite often one of them predominates over another.

So, the clear prevalence of “Platonic” way is distinctly found in the concepts of J. Mead and J. Moreno, the prevalence of “Aristotelian” way can be traced in the doctrines of C. Coolie, I. Goffman, and others. Besides, theoretical premises to consideration the image in the context of mass consciousness research are contained within the concept of social ideas, developed by French social psychologists S. Moscovisy, J-P Codole, D. Jodelet and others [8, 9]. Categorization theory of G. Tajfel and J. Turner, as well as the extensive data of the empiric research carried out by them and their colleagues, has a great importance for the study of image functioning [27].

In the Russian psychological tradition, results of development of such investigation lines as *image study*, *problematic of the theory of activity*, *relations and social knowledge study* are directly relevant to research of the image phenomena.

In Russian psychological science the image study has old tradition, in which development such scientists as I.M. Sechenov, B.G. Ananjev, A.A. Bodalev, P.O. Makarov, N.N. Lange, S.M. Vasilevsky, A.V. Belyaeva, P.K. Anokhin, A.V. Zaporozhets, A.V. Libin, I.S. Kon, and others have made their contribution.

Development of the theory of activity, according to which the consciousness of the person is formed, developed and shown in the activity that always have a social nature, has a very old history as well. Within the limits of this approach in theoretical and experimental research of B.G. Ananjev, L.S. Vygotsky, A.N. Leontjev, A.R. Lurya, V.N. Mjasishcev, S.L. Rubinstein and a number of other psychologists, the social conditionality of the person mentality and intercourse of the individual with society was proved.

Within the bounds of the active approach, the phenomena of intercourse were studied too. Thus, A.N. Leontjev, examining the ontogenetic development of mentality, noted that “communication <...> is an essential and specific condition of development of the person in the society” [13]. From the middle of 70th, under the influence of sociology and social psychology to a considerable degree, view on the communication, as on independent mental phenomenon, which is not entirely brought to activity [12, 14], has become firmly established in the domestic psychology.

This approach has obtained a further development and a concrete definition in the Russian scientists’ works, devoted to the problems of social perception and social knowledge research [1, 2, 3, 6]. The further



deepening of interpersonal approach has made it possible to look from the different angle at the psychological influence, which in view of the feedback mechanisms, is considered as a variety of psychological interaction [11].

Thus, theoretical prerequisites of the development of scientific and theoretical bases of the image psychological theory are widely presented in world and domestic psychology.

As for research, devoted directly to the image, the number of these works has sharply risen recently. However, research of the image perception in the processes of mass communication [5, 10, 17] in a magnitude relation prevails among them, and at the same time the processes of image creation and those personal changes, which under the influence of the image are undergone by its person -prototype, as a rule, do not get in the range of vision.

Some authors interpret the image exclusively as one of the means of public consciousness manipulation. As a whole, using the given above terminology, in the image research, a significant preponderance of “Aristotelian” way over “Platonic” one is observed.

#### *THE CONCEPT OF IMAGE AS A PHENOMENON OF INTERPERSONAL RELATIONSHIP*

However, starting development of the concept of image, as a phenomenon of interpersonal relationship, our task was not only the straightening of this “heel”, but mainly, the revelation of opportunities and mechanisms of positive changes achievement in I-concept of the image subject-prototype under the influence of image.

In the generic substance, image represents nothing else than the person image that arises and functions in the process of interpersonal relationship. Internal contradictions peculiar to this phenomenon are expressed in a number of its intrinsic essential characteristics, such as:

- ability of image to influence the behaviour of persons perceiving it and, along with it, its dependence on the content of social ideas and stereotypes of the perceptive subjects;
- ability of image to provide both true and false information on the displayed subject;
- availability of rational and emotional in the course of creation and perception of image;
- discontinuity of symbols, used at the image creation and, at the same time, resulting character integrity;

- presence of image of stereotyped characteristics and symbols in the structure, and at the same time –an individualistic presentation of the displayed subject;

- image flexibility (modification capability in specific conditions), its relative stability, and independence from the situational circumstances as well;

- symbolicalness of the image as a character, expressed in cultural symbols; stipulation of the image formation as a phenomenon of the interpersonal relationship in the real socio-cultural, political, economic, historical and professional context;

- adequacy of the person image and the subject-prototype of image and correlation of the subjects perceiving image with social expectations;

- image, mediated by the socio-cultural values, according to which the subjects of image perception estimate the individual, personal, and professional qualities of the perceived subject.

The listed characteristics of the image are steady, invariant, and recurring irrespective of the specific conditions of image interactions; that is why, in fact, they are named “essential”, in spite of being shown at a phenomenological level. Invariance of these characteristics points out their nonrandom character, their connection with the image essence, as it is shown in the interpersonal relationship.

The definition of image as a symbolic character of the subject, created in the interpersonal relationship [20], can serve as the following step to penetration into the image essence. Thus, the basic coordinates of internal space of the image essence as a phenomenon of the interpersonal relationships and its critical parameters are designated. It must be noted that, this definition includes the references to a number of socio-psychological concepts, which open its substance. Namely, the concept of *the character* includes the definition of image in the context of social perception and social knowledge research. As G.M. Andreyeva emphasized, “The image as “a result” of socio-perceptive process continue to function in the whole system of mutual relation of people. Moreover, “Sometimes “images” of the other person, group, or any social phenomenon in these relations are more significant, than the very objects” [2].

Thus, distinguishing in the intercourse structure three interconnected sides, like communicative, interactive, and perceptive [3], G.M. Andreyeva emphasizes: “In reality, each of these sides does not exist separately from two others” [3]. Results of empirical research have shown the correctness of this general state, regarding the image as a specific type of the character arising in the social knowledge. So, during a number of experiments that

we have started in 1998, along with the socio-perceptive regularities of formation and the mechanisms of image functioning, communicative and interactive regularities and mechanisms, have been revealed as well [21, 23].

The term “created” (instead of “arising”) used in the structure of our definition of image, shows that the image acts not only as the phenomenon included in the system of the person activity, but also as the phenomenon, arising from the purposive activity. As the research has shown, the activity aimed at creation and change of the image can be carried out both spontaneously, at the level of vital activity, and professionally, using the humanitarian technologies that raise the efficiency of the activity and promote the optimization of the image [22].

In the structure of image definition, the concept of interpersonal relationship is of great importance. It specifies, in particular, that the image creation comes out from the activity of the subject-prototype of image, as well as the activity of all other participants of this process, that is the image perceiving subjects. Results of the image perception studies that have been carried out in Ekaterinburg since 1998, confirmed an active role of the image perceiving subjects in the processes of creation and change of the image. So, as a result of series of investigations, implemented from October, 1998 till April, 1999 (the total number of surveyed has come to 3183 persons, selected by age, sex, line of professional activity, status characteristics, and place of residence), was proved the hypothesis that, the image perception represents an individual, personally significant semantic interpretation of image creating symbols according to the purposes, aims and I-conception of the personality of the image perceiving subject, its status and role position, in the context of norms and stereotypes of the social environment [23].

In the image definition, its description as *symbolic character* has a great value. Within the bounds of semiotics, symbol differs from other kinds of signs by the most mediated connection with the emphasized that opens a vast field for various - cultural, ethno-psychological, and socio-psychological interpretations of symbolism.

As the research, carried out from May 1999 till October 2000 in Humanitarian university of Ekaterinburg, shown, the symbolization mechanism is actively used by the subject-prototype of image in creation, selection, and presentation of the image creating symbols, as well as by subjects, perceiving the image in perception and interpretation of the image creating symbols [21].

Having defined the image as the character of the person, formed in the interpersonal relationships, we emphasize the activity of the subject-

prototype of image and its initiating role in the creation of its own image for the social environment. It also defines the substance of image, in which basis the I-conception of the subject-prototype lies.

I-conception representations have deep roots in the world philosophy and psychology. U. James, C. Coolie, and J. Mead were the authors of first doctrines about I-conception. Significant contribution to the I-concept theory development has made C. Rogers. In his approach, I-conception is the central notion. I-conception, or “Self” is defined by C. Rogers as “an organized, serial, and conceptual gestalt, made up from the perception of “I” or “self” characteristics and perception of interrelations of “I” or “self” with other people, with various aspects of life and the values, connected with these perceptions. It is a gestalt, which is accessible to understanding, but at the same time, is not necessarily realized” [25].

Thus, according to Rogers, I-conception includes not only person’s cognitive notions of what he represents (himself), but the full completeness of its self-perception, including both realized and not realized self-attitudes and estimations of self. I-conception can include a certain set of “I”-images – for parent, spouse, student, office worker, manager, sportsman, etc., and these images are based not only on perception of what kind of person the subject is in fact, but also on perception, of what kind of person in his opinion he should be or would like to be.

This “I” component C. Rogers named “self-ideal”. I-ideal, according to C. Rogers, reflects those attributes, which a person would like to have even if he realizes that in reality these attributes do not inhere in him. C. Rogers has also shown that, along with the I-conception, the individual, as early as in his childhood, feels the need for the positive attitude from the direction of his people. This positive attitude, as a result of internalization, generates the need for the positive attitude of the individual himself (self-assurance), which makes the content of aspiration to self-actualization so as if I-conception becomes “a significant social another” for itself [26].

It is clear from C. Rogers’ theory how much significant for the individual is the image, which arises in his social environment as a reflection of this individual’s objective personal qualities and characteristics. This image can be named - *the I image of others*.

Taking into consideration the approaches of C. Rogers and other authors, engaged in the development of I-conception theory [18], we can picture the substance of the image reasoning from the mutual relations of *I-conception* (that expresses what the individual sees himself) with his *ideal I* and the others’ opinion of this image. By *ideal I*, we imply what kind of person the subject would like to be, and by the others’ opinion - his unbiased image, what he is for people, and whom he socially interacts with.

From three specified formations, I-conception is the most complicated by the structure, as in certain parts it reproduces the substance of two other formations. So, the others have as much adequate image in the I-conception, as the person has adequate understanding of how he is perceived by others. In any case, the characteristics, expressing the attitude of other people, are included in the I-conception (example: “I make an impression of the blunderer”, “Subordinates fear me”, “I am considered a good manager”, etc.).

The ideal I is also refracted in the I-conception, owing to the fact that, many characteristics imputed to the individual by himself, what he is actually and proceed from the corresponding characteristics of the ideal I (for example, “I am not organized enough”, “I manage too softly”).

In most of the cases, neither I-concept nor the ideal I or the other’s opinion do not agree with the person image. It means that the person feels himself as he would like to be and his social environment also perceives him as he feels himself and what he would like to be. In that case, there would be no need for the activity on the image creation, which is one of its obligatory attributes arising from our definition of image as the created character.

Therefore, the character, in which I-conception agrees with the ideal I and with the others’ opinion about this image, cannot be denoted as the image. Moreover, the very divergences of the I-conception, ideal I and the others’ opinion about the image, serve as a source of the person activity, which appears in the image creation activity. Thus, the most significant are the divergences of the ideal I and the others’ opinion, that is, between “what I would like to be” and “what I am for the others” [20].

The image creation activity is aimed at this contradiction resolving. The elementary and active form of this activity is the self-presentation, which is defined as “the act of self-expression and behaviour, directed to making the favorable impression or the impression meeting someone’s ideals” [18]. During this activity, the person aspires to bring his own image (in the others’ opinion) near the ideal I.

Not any image created in self-presentation, is an image but only the one, for which creation the cultural symbols are used; that provides his inter-personalisation. That is division of a certain social group that is the audience of this image, and also a certain stability allowing this image to exist rather irrespective of its owner.

So, the substance of the image as a phenomenon of the interpersonal relations is defined by essential contradiction between the substance of ideal I of the subject-prototype and its image in the others’ opinion. In its turn, the image is projected on the I-conception of the person and that leads

to certain changes in it, these changes are expressed in its approach to the ideal I.

For example, the image of the professional comes out from resolving the contradiction between “the ideal I” of the professional and his “image in the others’ opinion” (a set of the objective impressions, which the given professional makes on his colleagues, clients, managers, and subordinates).

Comprehension of the existent contradictions makes the person develop image-creating activity, directed to bringing together the others’ opinion of image as the professional one with his own professional ideal I; creation of the image, approached to the professional ideal I in the others’ opinion, and designation of this image in cultural and significant symbols. As a result of such activity, appears an image as the symbolical character of the person, created in the process of interpersonal relation .

This stable image, perceived by its subject-prototype, has an influence upon the professional I-conception. And this influence occurs not only at the self-perception level, but at the level of change of the objective professional and active characteristics as well - an individual is though “pulls himself up”, aspiring “to correspond” to his own image. The degree of positivity of these changes defines a level of the professional image efficiency.

The given conception has received confirmation in a number of experiments, carried out by the author and under the direction of the author in the period from October 2000 - till February 2002. These experiments were directed to the investigation of the regularities of formation and modelling of the person image (respondents were chosen from among the students of Ekaterinburg Humanitarian University, the employees of the Center of the state sanitary-and-epidemiological inspection in Sverdlovsk region, and the employees and customers of three insurance companies. Altogether 2280 respondents representing different groups according to sex, age, status, and character of activity took part in this experiment).

As a result of the research it has also been established, that subjective image expectations and needs of the person forming its own image, defining motivation and goal-setting during the realization of activity of the image creation, and its further formation in the process of interpersonal relationships, in its turn, are defined by gender, role, and status characteristics of the image subject, as well as its valuable orientations and purposes.

Such mechanisms of the image creation and change as the mechanism of a depending on the social conceptions and stereotypes, the mechanism of realization of the person activity in the image, the mechanism of realization of humanitarian and personal potential of the

image subject-prototype through the self-realization in the image, and others.

As to the image structure, it is defined by its symbolical nature. In the image structure there are two plans that can be noted. The first, deep plan of image is its program. At this level, the qualities of the subject-prototype, which should be presented in the image, are defined. For the designation of basic elements of the image program it is expedient to use the conceptions, widely applied in the image study, such as “mission”, “purposes”, and “legends”, explicating them according to the image conception that we develop.

In our opinion, the main difference between the mission and purposes is that the purposes imply first of all rational comprehension, while the mission perception is a complex one and includes, along with cognitive, affective and connate components. The mission consists in the image correlation with the most important, basic values, divided by the social group that forms the image’s audience.

The image purpose usually implies openly demonstrated and proclaimed aims of the subject-prototype that form the mission realization program in their collection. Thus, the purposes are determined by two parameters: 1) their correspondence to the mission and 2) their practicability.

It must be noticed, that unsuccessful (inadequate to the audience value aims) mission and the absence of it do not provoke such a strong negative reaction of the image recipients as inadequate missions of the purpose. The point is, that realization of the mission usually depends on the farther future, while the person purposes, if they are irrelevant, contain a real danger “here and now”.

By the legend, we imply the part of the program, which is responsible for creating the specific and individualized image. In a number of cases, the legend mitigates some contradictions and noncoincidence between the purposes and mission or in the purposes structure.

Along with the image program elements, composing the internal logical framework of the image, the symbolical structure of the image contains external image-creating symbols. The symbols are directly perceived by organs of sense of image perceiving subjects and on their basis the audience receives an idea of the image as a whole and, accordingly, of the subject displayed in it, and states the value of the latter.

External image-creating symbols suppose various classifications. In particular, it is possible to distinguish verbal (wordy) and non-verbal symbols among them. Detachment of verbal symbols in the separate group, which is opposed to the whole set of other (non-verbal) kinds of symbols,

is caused by enormous value of human speech and language as communication means.

As G.M. Andreyeva marks, “Speech is one the most universal means of communication and when the information is transmitted by means of speech, the least of all the meaning of message is lost” [3]. If to consider image as “a message”, it’s meaning would be nothing else than its program. This very program contains a substantial “information pulse”, which is, being addressed to the image perceiving subjects, involves the main information on the subject-prototype that should be transferred to the persons. The image program, if to express it figuratively, is “a skeleton”, a framework, or a logical unit of the image, the image-creating symbols form “the body” of image.

During the socio-psychological research on formation and modelling of the person’s image that was carried out by the author in Ekaterinburg in the period from October 2000 – till April 2001, the certain regularities in the use of image-creating symbols, while creating the image, have been revealed. In particular, stable correlation in order of importance of various categories of image-creating symbols (degree and preference of their use and notional meanings) for different social groups have been discovered.

During the image-creating activity, the image subject represents itself, using a set of both verbal and non-verbal image-creating symbols, including circumstances and conditions of the communication. Thus, as the research has revealed, the certain types of the image-creating symbols serve as relatively stable semantic functions corresponding to these subjects. So, garments, hair-dress, inflexion, mimicries, and gestures of the subject-prototype execute the individualizing function.

Demonstration of work results, knowledge, professional competence, health (“healthy look”), and adequate reaction for the expectations of other people is interpreted as confirmation of correspondence between the purposes of the image and its mission. Rules observance, regulations knowledge, direct communication, and the atmosphere fulfill a personal function (the function of demonstration of the subject-prototype personal qualities).

The analysis of rank distributions of the magnitude of various types of image-creating symbols for image-creating activity of men and women has revealed a number of regularities. Thus, for men the largest role at the image creation plays the speech, the knowledge of regulations and rules, and other knowledge, while for women – knowledge, mood, and relations. Work results and success help women to create the image to a greater extent, than they help men. When creating an image, mood, and expectations of others are not of such a great importance for men, as they



are for women, but at the same time, knowledge of regulations and rules for men are more significant, than for women [7].

For evaluation of the verbal image-creating symbols, their correlation with one or another element of the image program - its mission, purposes or legends, as well as with individual and subject-active components of the subject-prototype of the image, has a great value. Apportionment of the image-creating symbols, in their correlation with program elements of image and individual and subject-active characteristics of the subject-prototype, is optimal.

Hence, some results received by the author in December 2002 - February 2003, during the study of dynamics of the structure of image-creating symbols of the manager image in the Russian press in 1995 – 2002, are of great importance. The research was carried out by the technique of quantitative and qualitative content analysis, with the use of DMS (database management system) Cros (version of 4.01.79), on the excerpts, made of the releases of 1448 editions, including national, regional, and local editions; on the whole, 2 279 771 texts has been scrutinized.

During the investigation, in particular, it has been determined that according to the correlation with the basic elements of the image program (mission, purposes, and legends) in materials of the Russian press of the given period, the image-creating symbols, connected with the image mission, considerably prevail; the second place take the image-creating the symbols, connected with the image legends, and the third place, with a big lag, take the image-creating symbols, connected with the image purposes. Such distribution of the image-creating symbols of the manager we consider unproductive, especially taking into consideration that the significant part of the investigated texts represents the image of the manager in the context of professional activity. Weak presentation of the purposes (that is, specific tasks, which are accomplished by the person within the frame of his professional activity) in image, preponderance of the mission description over the purposes description reduces the credibility of the image, make it unreliable, not inspiring the perceptive subjects with trust.

So, the research has shown that in the press materials out of three basic components of the subjects-prototypes of the image: individual, subject-active and personal – the subject-active one is presented most widely, on the second place – is the individual component, on the third, behind the previous two – is the personal one.

Thus, the investigation has shown that the image subject in the greater part of the materials is presented in the context of its professional

activity, but at the same time it is characterized in the view of specific features (appearance, tastes, preferences, and behaviour in the private life, etc.). As for personal (world outlook, value, and “behavioural”) manifestations, the authors of materials do not emphasize them adequately.

Such a weak presentation of the private life of the image subject is one more defect of image. It reduces the perceptive subjects’ confidence in the image, especially in the view of the fact that out of all elements of the image program the mission is presented most brightly in it – as the general purpose “super-task” of the professional activity of the image subject-prototype, which requires strongly a personal and world outlook and conceptually-value corroboration, on the one hand and realization program in the form of the system of purposes, on the other hand.

If the person and purposes of the person are presented poorly or if they are not presented at all in the image, then the mission is an empty declaration, which is not inspiring trust in the image perceptive subjects. The verbose stories about family members and favourite animals of the subject-prototype (we consider these symbols to be connected with the individual component of the subject-prototype), do not rescue such image from falsification in the conditions of information competition.

These results confirm a topicality of image research in the light of the issues of the social practice, which is connected with the use of the image in various spheres of the social life.

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# Cognitive psychology

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## Revolution in the cognitive psychology of development

*The recent revolutionary changes in the cognitive psychology of development, touching upon the basic conceptions of psychology, are generalized in this article. The problem of theoretical changes, connected with the evolution system approach, the dynamic nonlinear system theory, and connectionism, is discussed.*

*The author analyses four basic theses of revolutionary changes: from sensory-motor infant to representative one; from the leading role of activity to the unity of perception and action; about the continuity of the subject formation, instead of axiom of subjectivity of the adult, mature person; about the continuance of genetic and environmental, instead of social primacy in the mental development of person. There are key arguments of new conceptions, obtained by the author and other researchers.*

**Keywords:** *Revolutionary changes, cognitive development, early ontogenesis, representative infant, perception and action, ontogenesis of subjectivity, theory of mind, theories of mental formation.*

Revolution in infancy psychology has begun in 60th and gradually included practically all representations of mind origins in the human ontogenesis. First of all, it has touched upon the issue of knowledge origin, a role of actions in the mental development, mental representations formation, basic of the person, and subjects.

It is impossible to consider all the fundamental questions, affected by empirical-theoretic revolution; so, I dwell on several basic and fundamental moments, which were analyzed by my pupils, colleagues, and me over the time of more than 30 years of work.

The basic changes in the developmental psychology, touching upon the basic problems of psychology are related to the research of human early ontogenesis. The ontogenesis research shows that development of the most organized levels depends on base, primary steps. These base, primary periods of human development have not been adequately explored, especially in our domestic psychology.

In the world psychological science, the basic stress of mental processes research was set on the area of infantile development. It is manifested by increasing number of publications, and by discussion the problems of early stages of development in traditionally “adult” and

authoritative journals, such as “Cognition” and “Trend of cognitive sciences”. Some new journals have gained popularity among scientists: “Developmental Science”, “Infancy” etc.

It is explained by two reasons. First, the theoretical discussions on one of the basic problems of psychology – determination of mind has become pointed, by going on to the new level of generalization of empirical material and new theoretical approaches. The practical strategies of organization of education, training, correction, and comprehension of the rehabilitation opportunities of one or another mental disorder depend on the answer to the question – how the biological (genetic) and environmental development factors interact.

Second, methods of infancy study are improved, allowing to get more reliable and reproducible results. Increase of theoretical and experimental interest to the period of early ontogenesis has led to the planned reconsideration of the representations of human mental development, especially his cognitive abilities.

The very fundamental and detailed development of psychology problems, from the position of system - evolutionary dynamic, is the most topical and perspective in the context of a world psychological science.

This thesis is confirmed by the system-dynamic approach (Dynamic systems approach) – the authors Esther Thelen and Linda Smith [28, 29], which is the most widespread, not only in developmental psychology, but in the general psychology as well. Many theses of the given approach are deeply intertwined with the theses of system - evolutionary approach.

The authors, specifying the basic origins of the approach, name the nonlinear physics and N.N. Bernstein's works. Many principles of the dynamic system approach are consistent with the representation of the system-evolutionary approach, which is intensively developed in the domestic science [1; 9; 11; 13; 16]. These approaches represent the unity of genetic and environmental in human mind, develop theses on level system nature of development and mind functioning. However, there are some essential distinctions between them.

1. Self-organization – the main principle of development and behaviour. The continuity of systems change includes the continuity of environmental requirements changes that leads to the adaptive behaviour. (The given thesis is elaborated in the system-evolutionary theory as it explains environmental attack selectivity).

2. An external behaviour of the individual is caused by the neuronal systems. Movement from one condition of the organism to another - is a continuously connected ensemble of related components.

The coalition nature of the systems components is of fundamental

importance: no component is preferred, that provides the occurrence of new forms, owing to the shifts in the coalition interaction of the systems components and new components inclusion. One can compare this thesis to the thesis of the system approach on non-reducibility of the system to any of its components.

3. Development is a continuous change of forms of behaviour in time, stable conditions change; lose stability and change in time.

4. Development is learning. There is no sense in dividing these processes. The organism it continuously actively changes, and its neuronal conditions and physical parameters change as well. Some changes happen quickly, the others take many months and years.

Processes of learning and developments are interlaced with one another. Every new condition depends on the previous one (This thesis most closely corresponds to the system-evolutionary approach).

5. There is no sense in dividing “knowledge” and “actions”. There is no sense to ask the child what he really “knows” and what he can “do”.

In the child’s behaviour all these moments are unified for the task performance. The behaviour can be stable at the performance of many tasks and fragile at the performance of the same tasks, but under other circumstances. Therefore, there is no gap between perception and action, knowledge and behaviour.

The theory of nonlinear dynamic systems to the utmost is applied to the motor development and functioning. While applying this theory to the cognitive development, the authors experience some difficulties. Theory of Thelen and Smith characterizes knowledge as dynamic, adaptive, and self-organizing. It occurs little by little, as motor, from one system condition into another. Infants improve in the cognitive skills through the processes of environment study, based on perception and action. Infants’ actions are made as self-organizing motor and neuronal subsystems that lead to the stable conditions of coordination at the meeting with a problem. Hence, action, inseparably from perception and complex “perception – action”, is a basis of natural categories, on which all cognitive skills are formed in future. Transition from perception to knowledge, inevitably assumes formation of categories. According to the theory of Thelen and Smith, formation of categories is a self-organization of perception and the action, connected with it.

However, the theory experiences complexities at interpretation of data on very early processes of categorization of infants and neonates (imitation of facial expressions and gestures is possible by neonates, selectivity is typical as early as at the stage of prenatal development) [20; 14; 15]. It seems to be necessary to expect from the very beginning a

cognitive readiness for selectivity, which underlies the categorization.

In spite of existing distinctions between the theory of nonlinear dynamic systems and connectionism, there is more similarity, than distinction [30]. The self-organization principle is realized in the theory of connectionism, in the nonlinear dynamic system, and the system-evolutionary theory. Distinctions between the theory of nonlinear dynamic systems and connectionism lay to a greater extent in the following positions.

The structuring role of the external information is recognized by all theories, but not equally. For the theory of nonlinear dynamic systems and for connectionism the role of the external information is critical. It can lead to absolutely various results, but results are not contained in the environment.

Connectionism lays the great emphasis on the mutual relations of the external information and the internal structures. Internal, mental representations define the selectivity of the external information. "Hidden regulations" define the external consequences. While in Thelen-Smith theory, the external information actually plays the generative role.

Development of knowledge from simple to complex is sensory-motor basis of cognition. This principle was the fundamental one in the theory of J. Piaget and in the theory of dynamic systems. Connectionism, to a greater extent, is centralized on the mental representations, defining the cognitive development. This distinction applies to "mental representations", which are absent in the theory of dynamic systems and considered by connectionism as the internal structures of development.

There are distinctions in the dynamic systems understanding in two modern approaches. The idea of nonlinear dynamic of changes, sensitivity to entry conditions, and unexpected transformations according to the type of catastrophe are common to these approaches. The transformations explain U-shaped development of functions, which are taking place after gradual changes in certain amount of parameters. But systems change in the dynamic approach implies a coalition of perception and action, whereas connectionism is the dynamics of changes in the mental structures.

Some distinctions can be observed in the application of mathematical formalization in both approaches. Both theories widely use the mathematical device for descriptions formalization.

However, in the dynamic systems theories, formalization is directed to behaviour description (for example, dynamics of changes from pace to run), while in connectionism, the architecture and learning functions are formalized at the level of mental representations.

The author of the given work adheres to the opinion of the system-



evolutionary approach, which is a kind of synthesis of three named directions. Sharing opinion of the principle of developments continuity, inseparability of genetic and environmental factors as full participators of development, I also agree with the representation about indirect developments by mental structures, i.e. recognizing the unity of perception and action, and considering the presence of at least crude generalized internal representations as a necessary part of this mechanism activity.

I like the idea of dynamic systems and their changes by a principle of catastrophe, the gradual transformation of internal state.

However, the dynamic approach does not give answers to many specific questions on the mechanisms of sensitivity and selectivity.

Moreover, in the system-evolutionary approach, the principle of anticipatory development is emphasized as the basic one and the author have bent every effort to this principle development [21].

I would like to specify one more circumstance that explains the increasing popularity of the research on the early periods of mental development. At the present stage of psychology development, an integration of different areas of psychological knowledge has been outlined.

Interosculation of different paradigms of research, comprehension of the common subject in the human study promotes not only the growth of interdisciplinary research, but also the formation of general psychological science, which would be better defined as a human science that was foreseen by B.G. Ananjev and what he insisted on in his works [2].

In domestic psychology, the development principle in the human mentality study is considered as the fundamental one (Antsyferova L.I., Brushlinsky A.V., Vygotsky L.S., Zavalishina D.N., Zaporozhez A.V., Zinchenko V.P., Leontiev A.N., Lisina M.I., Lomov B.F., Ponomarev J.A., Shvyrkov V.B., Aleksandrov Y.I. and others) [see, for example, 1; 3; 8; 31; 13; 21; 26].

However, only a few are busy with the early ontogenesis developments of human mentality. While the revolutionary changes, which are extremely important for the whole psychological science, are connected with the development psychology. This revolution is hardly reflected by the scientific community of our country, but is intensively discussed in the world psychology.

As long as several decades ago, many regulations on human knowledge of reality seemed to be settled and stable in psychology. Timid attempts to deviate from the traditional scheme - were apprehended sharply and even oversensitively.

How to describe the process of gaining knowledge of the world? At

first, a person receives some sensations, while interacting with the world; then these sensations are transformed into perception of object or event, thus, we receive a perceptible image, which can become a representation and finally a conception, i.e. valuable knowledge of separate aspects of the world.

The similar scheme of cognitive process broke off and separated the processes of sensation and perception, and the processes of thinking; moreover, it made the processes of the object choice, their subjective transformation, and description absolutely inexplicable.

In the cycle of works on studying the anticipation development in human early ontogenesis, stated in the author's works [21], it has been shown that anticipation is not only the attribute of the human activity, it is more universal, immanent characteristic of the human mind organization and evolution of forms of mind organization.

Anticipation phenomena are considered not only as the spatio-temporal effects of anticipatory actions, but also as effects of selectivity. We may assume, that selectivity is a result of prototypical mechanism, while the space-time surpass of events modally reflects the specific mechanism of coding and mental storage.

It is shown, that continuity is the base characteristic of the human mind organization that defines the anticipation effects both in micro- and in macro-genesis.

The given results are in line with the representations of close inseparable link with perceptive and thought processes, which are not realized consistently, but represented in the unified process of the cognitive analysis.

Modern cognitive psychology, starting with the works of J. Bruner [7], R. Gregory [11], W. Neisser [16] and others, proceeds from the hypothesis that perception process is a process of acceptance of the intellectual decision, beyond which the perception does not exist.

This decision is not realized and therefore, the subject of perception takes it as a directly datum. Besides, this decision is possible only on the grounds of considering the perceived object among one or another class of subjects, one or another category, starting with the categories of objects ("table", "chair"), motion and ending with the categories of causality.

Some of these categories (perceptive hypotheses) are formed on the basis of natural organizing principles (substantiality and continuity); the others are formed during the experiment. That is why, the perception is inseparable from thinking and has not only individual character, but generic, generalized, and universal as well.

Hence, the lowest and the highest levels of mind organization are not

diametrically opposed, but continuously interact [12]. At the heart of this continuity are the principles of anticipation, unity of perception, action, and representation.

These representations indicated the first thesis of revolutionary changes.

The first thesis of revolutionary changes states that infant is not a sensory-motor individual, devoid of the ordered mental structures, and deep in chaos of sensations, as it was believed earlier. Infant is a representative individual, who is richly talented in structuring and regulating the world.

The infants' ability to anticipation is a weighty argument confirming the drawn conclusion. A source of non-sensory conceptual activity of an infant is the representation of spatial characteristics of objects and events. Conceptually, the perceptive analysis of spatial structure may result in the mental descriptions of figurative schemes type, which become precursory conceptions, such as "living", "agent", and "receptacle". Figurative schemes are the representation of perceptive structures of events, such as spatial attitudes and spatial motion, which characterize the event as a receptacle. Figurative schemes formation uses the active abstraction of the key information on the events that are coded in nonperceptive form, representing the value. These values are simple conceptions: "Top - bottom", "the part - the whole", "connection". The knowledge, based on such values, is unconscious and its content is filled up in the process of cognitive development of the child [22; 4; 15; 27].

In spatio-temporal effects of anticipation we find the proof of infants' ability to figurative schemes formation. Infants are able to anticipate the disappearance of an object. The presence of various strategy of searching movements of eyes is the reliable evidence that at the heart of this ability lays the spatial characteristics representation.

In our work, we clearly demonstrate that even two-month-old children show the discrete and continuous strategy in problems of object disappearance behind the screens of different size. The choice of adequate strategy of executive action points out the existence of internal representations, making a variation of executive behaviour possible [21].

The detailed analysis of infants' dynamics of executive actions (in the form of oculomotor strategy) give rise to the idea that, most likely, there is at least a crude representation of the space, based on the ability to integrate space-time relations. The presence of congenital or early nascent ability to the space representation does not mean that it is strictly programmed and invariable.

It is rather a directional availability for integration, more exact setting is made by the problem itself. Representation of the space integrity

is an important constituent of the physical world understanding, according to the use of continuity law [21; 27].

Such an early “understanding” some regulations of the physical world existence is proved to be true by facts about human neonate’s imitation of facial [9] and manual gestures [14; 15] of adults.

Multiply confirmed experiments with infants’ imitation make us agree, that long before the eighth-month age, estimated by Piaget as the first stage of sensory-motor integration, the infants demonstrate their ability to integrative actions, which assume a representation.

The inter-modal interaction is a certain mechanism of active representation formation.

Our research on the functioning anticipatory schemes in the early period of infancy and data about the development of inter-modal interactions in conditions of early visual deprivation show, that there is a primary integration of perception and action, assuming the representation feature [24].

Data of numerous researches, including my own ones, count clearly in favour of the hypothesis of the infant’s ability to representation [22; 5; 27; 30]. Infants of the earliest period of development have an active representation of some aspects of the physical world existence.

Thus, their ability to represent and to “interpret” the physical world develops at an early age, surpassing an ability to act actively in it this world. Three - or four-month-old babies are not capable of talking about object, can not do locomotion around it and actively manipulate it. Besides, they see the objects at low resolving capacity.

At the same time, infants of this age can represent the objects that are dropping out of sight, interpret their latent movements, and “know” about their existence space. Infants represent the objects and their movement causality according to such characteristics of material bodies behaviour, as continuity and substantiality [22].

The data, received by us and other research workers, refute Piaget’s thesis that physical knowledge depends on interiority of sensory-motor structures and increases gradually in the process of formation of perception and action coordination.

Besides, the results of conducted experiments negate the statements of the various empirical theories supporters, asserting that solely actions in physical world can be the source of knowledge of it. Representations arise owing to this world objects active manipulation or locomotion about them; otherwise, representations are impossible till the mastering of language and gestures.

Our study of infants with a congenital cataract and congenitally blind

infants can serve as one of the arguments that action does not mediate the development of physical world knowledge so straight. These infants' actions with objects do not develop till formation of the objects constancy representations and they have essential developmental lag from sighted infants because of sight absence, which serves as the integrator in the interaction. Essential delays are also observed in locomotion development, which are also controlled and induced by the mental representation of environment [23; 10].

However, it does not imply an invariability of base representations. The role of perception and action, as inseparable parts of any interaction, being improved, develops the representation, which has a congenital basis. This basis can be designated as a core or a kernel of knowledge or as an "anticipatory scheme".

The constituent of this "anticipatory scheme" - introduction (representation) of the external world, which directs the perception and organizes the action, and that, in its turn, develops, changes and supplements the original, base conception. The adduced proofs and facts count in favour of basic and very early basis of life conception, which the adult operates with, and deny the thesis about an invariability of conceptions.

Similar representations have something in common with I. Kant's idea of thinking spontaneity. In the basis of thinking spontaneity is ability to imagination (at the heart of which is the representation, if to use the modern language). Owing to imagination, intellect creates its own conceptions, in addition to the consciousness control. Imagination workmanship is conditioned by finished structures (categories) and by empirical material.

Categories have schemes. The schemes are the product of imagination. A priori knowledge, by Kant, differs from Plato's congenital ideas. Only forms are a priori (or the organization principles, in modern interpretation), as to the content, it entirely depends on experience.

There are two a priori pre-experimental forms: space and time. Synthesizing activity of knowledge already begins at the level of feeling (compare it to the hypothesis of categoriality perception by J. Bruner and R. Gregory).

Here a threefold synthesis becomes perceptible: grasping the representations, reduction of the varied contents of contemplation to the common image, further reproduction of representations in memory and, at the end, apperception - recognition, identification of representations with the phenomenon. This threefold synthesis is carried out on the basis of imagination.

Categories penetrate into feelings, making them meaning-bearing. Categories are a priori, not congenital. They are created of their own during the clear mind epigenesis. V. Goethe emphasized, that Kant the first one to introduce the imagination as a necessary constituent part of the perception.

The cited philosophical views of Kant, in spite of their argumentativeness, cause direct analogies with modern representations of necessity of inclusion into perception the anticipatory schemes, assuming selectivity and ordering of interaction, and with modern representations of self-development, including thinking, when the internal mechanisms of development are as potentials (forms), which receive a realization (content) through the environmental experience, according to the laws of the environment organization.

The epigenesis principle resolves the contradiction in dichotomy of genes-environment, biological-social, congenital - acquired.

The second thesis of revolutionary conceptual changes is connected with the first one. According to the classical theories of mental development, conceptions formation is caused by the actions of infants. The modern developmental psychology has shown, that long before the infant is capable to carry out manipulations with objects and to move actively, he is competent more cognitively, than it was imagined before.

Perception and action are integral parts of the uniform system of interactions controlled by the general laws.

On the basis of other authors' research [24; 6] and at first hand, in the field of early ontogenesis, I offer a hypothesis of the opportunity to mark out two functional subsystems in the uniform system of perception and action – perceptual control of action and identification.

Differences in the functioning organization of these subsystems are in the positions of interaction with the surrounding world (allocentric - egocentric), type of coding and storage of the information (amodal coding – modally specific), degree of realization (the higher degree is typical for identification system), and peculiarities of anticipation effects (space-time anticipation - selective expectation).

Both subsystems develop from the moment of a birth; however, the subsystem perceptual control achieves more mature level of the organization before identification subsystem. In spite of dissociation features between two subsystems, their functioning is controlled by representations organized hierarchically and become more active according to the tasks.

Coordination of perception and action takes place through the abstract structures of representation, which can be amodal and modally-specific as well. What format of knowledge storage will be used depends

on the kind of problem the subject faces.

It seems, that both types of representative storage develop ever since the birth, but amodal coding provides the base levels of information processing to a greater extent, than the modal-specific coding, as it gives the most general representation of space - time characteristics of the objects, events and ways of actions. Detailed elaboration of a scene assumes the modal-specific coding and higher organized levels of the actions organization. Thus, we believe in existence of level organization of representations - perceptions - actions.

Another major aspect of revolutionary changes in developmental psychology, touching cognitive development as well, is a problem of the human formation as a subject.

In domestic psychology, with hypersocialization as a dominant, infant's mental development is responsibility of adult as a representative of society, without which any development of the supreme mental functions is impossible. To this question the author devoted a number of works [21; 22; 23].

In the view of the similar hypersocialized approach, the infant remains an influence object, not the subject. Our point of view is, that the infant since the beginning of his existence (perinatal life) is provided with his own individuality, which is formed of the type originality of its structures and functions, which, certainly, include general, specific, universal components, especially unique ones.

This individual component of the infant's (at first, a fetus') behaviour is determined not only by uniqueness of his genetic roots, but also by uniqueness of his development history, which, along with typical nature, brings its peculiarities into the infant's behaviour, abilities, and his mental world formation.

Therefore, we consider it necessary to take proper account of human individuality at all stages of his development. Human individuality is closely connected with the subject's category. The given category, in which development such scientists as S.L. Rubinstein, K.A. Abulkhanova, B.G. Ananjev, D.N. Uznadze and many others made a huge contribution [23], is fully developed by A.V. Brushlinsky within the framework of the subject-activity approach [8].

Development of the person as a subject is continuous in the human ontogenesis, opening the levels of his formation, which have specific criteria (the third thesis).

Thus, all levels are interconnected and correlated that assumes a historical connection of the level criteria of subjectivism [23]. It was originally offered to single out two levels: protosubjectivism (primary

subjectivism (separating oneself as a subject of interaction from the external world and the world of other people – about two-months-old or younger) and secondary subjectivism (infant's ability to share the common mental state with other people - a triangle of relations - I-object-the other person - about nine-months-old).

During the last years, researchers singled out two more levels connected with the formation of the model of mind, which reflect the opportunities of human behaviour as a subject of activity [25].

Thereupon, the experimental and theoretical analysis has separated the level of an agent (3-4 years old) and the level of a naive subject (5-6 years old). At the level of an agent, the infant can start to separate his own model of mind from the model of mind of all others. Though the comparison of these models is still complicated, it is possible only in the primitive situations that allow to predict the consequences of own and others' actions, whereas the manipulations with the others' model of mind are still inaccessible.

For example, children of 3-4 years can already understand, that if he knows, that there is a thread in a sweets-box, the other may not know it and make a mistake, trying to take a candy from this box. As for children up to 3-4 years, they identify their knowledge, emotions, and intentions with the knowledge, emotions and intentions of others.

At the level of a naive subject, there is an ability of understanding and comparison of models of mind (I - the other person). Such comparison leads to the attempts to manipulate the model of other with the purpose of changing the representations of event or causality: i.e. the ability to deception forms. First, deception appears as a cognitive phenomenon of mental development, and only later there is a moral aspect of deception as a reflection of social norms and rules of interaction of people.

In foreign researches of mind understanding (Theory of Mind) there are disagreements in determining the age, at which the human being starts to understand [5; 15; 17]. This ability has proved to be vulnerable for testing, and depending on the task, conditions of its presentation, different ages are named (from 3 till 6 years). But the majority of authors name the four-years age as the period of formation of the mind model, the time when the children are capable to understand the problem on incorrect opinions.

Many authors consider the very problem on incorrect opinion as a key for mind model. Level approach to the analysis of formation of mind model removes the mentioned disagreements, and the use of various tasks in one research helps to avoid mistakes in interpretation.



The General conclusion of works in Theory of Mind direction consists in the criticism against J. Piaget's conceptions about representative intelligence formation [17].

We should remind, that Piaget considered, that infants could understand the other people only at the stage of specific operations when they overcome egocentrism of thinking, which does not let to present any other point of view, other prospect. Children at the age of four are capable to understand the mental conditions of others; hence, one cannot speak about egocentrism of thinking.

In J. Perner's recent work with colleagues [15; 17], was offered the different understanding of criticism of J. Piaget's theory. For describing the intellectual development Piaget used verbal descriptions, which showed how children progressed to revelation the properties of logic universe in a stream of independent egocentric prospects, coordinating these prospects into objective picture.

For example, the relations of objects "a tree behind the stone" and "a tree in front of the stone" as relations of A - B and B - A can not be integrated without understanding that these are the different points of view on the same scene: relations of your and my prospects.

Hence, the way of mutual relations understanding is in interpretation of the scene components as belonging to different prospects. Little by little, infants come to this integration. First, they reveal different prospects, and then they gain ability to the different prospects confrontation, and only after that the multiperspective vision.

Ability to confrontation of prospects appears at the age of four, and it is connected with the problems on incorrect opinion. So, if Bill has left a chocolate in the box A and his mother put it to the box B, Bill, having returned will look for it in the box A. Bill's incorrect opinion would be not in agreement with the reality (chocolate is in the box B).

Beat is wrong thinking that chocolate is in the box A, but the chocolate had been there and this is a true opinion. Whereas the problem of A being behind the B, and B being in front of A depends only on the position of the observer, that demands multiperspective representation (same as in the problem of Piaget - "Three mountains") and starts to form at the age of seven-eight (just as by Piaget).

There are two conclusions following these comparisons. The first conclusion is, that our opinion on necessity of the level analysis of mind model formation and of more versatile analysis of the problems in run researches is proved.

The second conclusion is that, in Piaget's theory infant's cognitive development apparently dissociates with development of his understanding

and requires the other level of mental organization.

Then, Piaget's criticism is reduced to the criticism of description of other cognitive development aspects, basing on metacognitive structures formation at preoperational and specific mentality levels.

The fourth thesis deals with the representations dominating not only at the majority of people, but at experts as well. It states that early development of an infant is under the much more intensified genetic control, than at elder age, and especially in the adult period.

Revolutionary changes of these representations are connected with psychogenetic data that has demonstrated the extension of genetic effect on variability of mental development after a number of years and the maximal effect at middle age.

Psychogenetic constrains to reconsider the representations of critical periods and their determination, of significant contribution of genetic factors to the development of speech and individuality i.e. to reconsider the understanding of key regulations of the determinants of mental and cognitive developments [23; 20; 27].

Does it mean that it is necessary to abandon the representations of importance of surroundings and social factors in the infant mental development? Certainly, it does not.

Genetic concept without environmental one, as well as environmental concept without genetic one is absolutely empty concept. These two forces make a persistent continuum of interactions, only the "force" of their applications to the different moments of human life and to different abilities are changed [23].

In conclusion, I should emphasize that the author considers the presented analysis of revolutionary changes in cognitive and developmental psychology as the situation at the present time. Many questions brought up here, require development and more detailed research.

However, one thing remains constant - the belief that the development problems solving is in the genetic approach and psychology can reveal the essence of mental phenomena only by the analysis of development dynamics.

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# Psychological activity organization

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## **Institute of higher education as a social and organizational environment for youth drug-addiction prevention**

*The author of the article raises the important questions concerning the education and teaching of the students in the institutes of higher education. The need for democratic style of education is grounded. The author emphasizes the influence of social and organizational characteristics of the institute of higher education on the mental health of students.*

*The factors, influencing drug addiction, are analysed and necessity of preventive programs, such as guaranteed psychological support for students and development and application of the programs on stress control training, is noted.*

**Keywords:** *education, approaches of educational process organization, mental health of students, stress, preventive programs.*

According to the Education Act of the Russian Federation, education is a purposeful learning process of training and education in the interests of person, society, and state accompanied by ascertaining of citizen's (trainee's) achievement of the educational standards (educational qualifications), set by the state.

According to A.A. Rehan [6], "... The ultimate goal of any educational system is teaching, education, and development of students' personality".

Teaching assumes an imparting of the composition of knowledge and skills, minimally sufficient to cope with a certain professional work. As for education, it means not only teaching, but also development of abilities of the student, his personality formation and his ability as a subject of activity.

In the history of pedagogics, the concept "education" had various meanings in one or another historical period. Since K. Levin's well-known experiments, carried out in 1938 and directed on the study of influence of communication style and management of teacher on the efficiency of teaching and education processes, the problem of studying the factors, influencing the development of student's personality and formation of interpersonal relations in the educational group, remains very topical. The educational accents in the educational programs have been changed in conjunction with development of psychology as a discipline [5]. They are:

- Significance of communication, care, and ability to listen (H. Gino, 1965);
- Education of the responsibility and internal discipline, ability to estimate the reality more objectively and to react adequately to the difficulties, tactfulness and ability to support (W. Glasser, 1965);
- Emphasis on social human nature, stress on competence and democratic principles of education (R. Dreikus, 1967);
- Attention to the educational influence efficiency, comprehension of the interdependency between student's behaviour and tutor's attitude, distinction between authority and authoritarianism, analysis of defense reactions of children to the adults' use of force (open disobedience, revengefulness, aggression, shrinkage into oneself, exasperation, humility, lie, uncommunicativeness, avoiding, etc.) (T. Gordon, 1970);
- The importance of positive relationships establishment, ability to formulate the behavioural purposes and to predict the consequences of behaviour, taking into consideration the results of research in the field of internal and external motivation influence on the learning efficiency (Dinkmeyer and McKay, 1976).

Today, the time of understanding, influence, and persuasion comes to take the place of the age of control and domination in education. In the authoritarian approach, randomness of identification the system of proclaimed moral values with the norms that tutor follows is emphasized.

Thus, the teacher considers himself to be a moral standard and relations between tutor and student are defined in terms of domination and submission.

Therefore, the authoritarian approach to the educational process organization is shown in the prevalence of the tend to teacher's full control over the purposes and the content of this process, communication in the educational process is reduced to questions and answers, no interaction between the participants is provided.

Democratic approach in education is based on the principles of equality and mutual respect. Equality here does not imply identity; the matter concerns an equality of human value and dignity of tutor and student.

The given approach supposes a possibility of choice and freedom of self-determination in the framework of the established norms and restrictions, concentrate attention on training a personal responsibility and self-discipline.

Within the bounds of democratic approach, cooperation between the teacher and students is supposed in positive educational environment development. Students show an internal self-discipline and need just the

minimal external control from the teacher's direction.

“For the mankind survival, traditional ways of social organization, based on direct compulsion, social and economic or national domination, should be rejected as inconsistent. And they should be replaced by ideas of joint development, socio-cultural tolerance, global social-and-ecological discipline and pragmatism, as well as institutional vested rights and morals in the international institutes” [4.]

Thus, in modern educational process, along with importance of the purposes, connected with impart of academic knowledge, development of student as a person and the subject of activity. As A.A. Rehan notes [6], it is an obligatory development of:

- Intelligence;
- Emotional sphere;
- Stressor stability;
- Self-reliance and self-acceptance;
- The positive attitude to the world and acceptance of others;
- Independence, autonomy;
- Motivations of self-actualization and self-perfection.

Analyzing the influence of educational environment on the learning efficiency, C. Rogers [7], has come to conclusion, that in personality developing situation high emphasis are placed on self-respect, personal choice opportunity, responsibility, and joy of creation training.

As an example of organization a sound educational environment, characterized by a positive psychological climate and successes in training in practice, Rogers describes the experiment, carried out in 1977 at St. Lawrence University. In the experiment took part the geology faculty, which, for a specified time, introduced into educational process some new rules:

In exchange for standard courses, an independent work at the projects was introduced.

Students independently estimated their work. There were no examinations. As the alternative means of their achievements' demonstration, students completed a kind of “portfolio” of their works.

The students were given an opportunity to take part in the matters related to the faculty management.

Subjects “geology” and “geography” have got maximum broad interpretation. Students independently developed their personal curriculum.

Instructors of all departments, together with students, have taken the responsibility for creation and retention of substantial store of knowledge and motivating educational environment for the benefit of everyone.

All events were based on the contract basis, students and teachers

have agreed not even try to put pressure upon anyone, not to manipulate or control anybody.

They have also come to an agreement about aspiration to create and support the open contacts, promoting mutual respect, friendship and mutual aid in relations.

The lateral administrative structure has offered the participants equal opportunities, prestige, and authorities. The duty of chairman was to coordinate, for the purpose of integration, the horizontally organized groups with broader university structures, organized in strict vertical hierarchy. Chairmanship anticipated rotation.

So, from professionally-oriented institution, the department was transformed to more liberal educational one, when to the general knowledge about the Earth is attached no less significance, than to vocational training of particular experts in the field of geology and geography.

Hence, those, who prepare themselves for business activity, politics or any other career, have an opportunity to extend their knowledge of the Earth.

In the course of five years, the changes, connected with the renewal of some courses, have been undertaken and the system of estimation of such parameters as contribution and participation was introduced into practice anew. As a result, the program has got a dual form, at which 60 % of students worked in the groups oriented on the projects and the rest were taught in more traditional manner.

In conditions of constantly growing amount of information, technological progress and fast changes in the world, the organizations are forced to be in the process of constant training.

E. Shane [8] considers the organizational culture as the trained one, with the purpose and in the direction of contradictions between stability and changes control.

Is it possible to stabilize the continuous training and changes? What will the culture, in which training is encouraged, look like? How the organizational culture can become a constantly trained system? In the answers to these questions there are following valuable conceptions:

- The world is controllable, and the training culture should contain base general representation, that the condition of environment, in which it exists, is manageable to a certain extent;

- Prediction and active solution of problems, as a consecutive process of training in contrast to specific decisions of private problems;

- Conception, that problems solutions are in the process of search for truth, which source can be science, experienced experts, and



experimentation; thus, knowledge and skills get a set of forms;

- Representation of the training, as an aspiration to survival and perfection, at which people have constructive intentions and are capable to training and changes;

- Situational approach in solving the questions about efficiency of the organization according to individualism or collectivism, orientation toward the problems, orientation towards relations, authoritarianism, and joint leadership, on the stipulation that they are based on confidence;

- Optimal time orientation for training is the near future;

- Assumption of communication and information importance for the teaching organization success;

- The training culture assumes a variety and interrelationship of subcultures of the organization;

- Importance of training to think systematically, linear logic denial in favour of complicated cognitive models.

Thus, organizational culture and organizational values determine a potential of the organization training, and consequently, its adaptability in the environment.

### ***Influence of social and organizational characteristics of the institute of higher education on the mental health of students***

In the course of last decade, one of the most complicated and significant problems of Russian society, which also touches upon high schools to a considerable degree, is the problem of health of young generation.

Under the Education Act of the Russian Federation, the right to get the education is one of the basic and infeasible constitutional laws of citizens of the Russian Federation.

There is a close interrelation between the educational level and people's health. Educational level exerts influence on people's attitude to their health, increases a probability of choosing a "healthy" behaviour.

Connection between education and health is mediated by economic factors. Poverty and poor education correlate with the bad state of health. On the whole, the higher is educational level, the better is people's health. It should be noted, though, that good education usually implies high salary [2].

In economically developed countries, connection of education and health is also provided with the jus functioning. In the international papers, the right of health obliges governmental bodies to give the population all information about public health.

Thus, the right of health is interconnected with the right of education, as it is a question of education in the health-related spheres of life [1].

Today, the institutes of higher education, as social institutes, have sufficient experience and scientific potential to make their contribution into the solution of socially significant theoretical and applied problems in the field of public health.

Now, one of the most important problems of public health services in Russia is development of the concept of prevention of drug addiction among teenagers and young people, introduction of corresponding educational programs for students, and experts' training in the field of addictive behaviour prevention.

Prevention, in the wide sense of this conception, as its basic purpose, has an improvement of quality of life.

"Health", which is defined by the World Health Organization as a harmonic combination of physical, mental, and social well-being, in many respects is connected with quality of life.

The model of public health, which was developed by the World Health Organization, considers the use of psychoactive substances as a result of interaction between the person (user), drug (psychoactive substance), and the environment.

Research and analysis of considerable quantity of various factors, influencing drug addiction, as well as development and application of preventive programs are possible only on the basis of interaction among the experts of different professional spheres of activity.

At the level of the institutes of higher education, these problems demand the integration of efforts of many subdivisions, unification of administration, scientists, teachers, and students on the path to effective prevention of drug usage.

Under the present day's complicated social and economic conditions, drug usage prevention has become especially topical, in the framework of general problem of health.

It turned out, that students are the least socially protected category of the population. Social and economic conditions influence on the students' health can be described by using the stress conception, as it takes one of the first places among the factors, influencing the students' health.

So-called "vitamin" model of stress postulates, that the highest and lowest parameters of experienced stress (i.e. when people feel useless, or it seems to them, that activity, carried out by them, is not socially important) correlate with higher "susceptibility" to illness [2].

There is an average level of stress, which is considered to be optimal for the health maintenance. Some financial straits, housing problems, age

troubles, etc. can cause stress among students. Influence of stress can be shown in the loss of learning ability and, consequently, in poor academic progress.

J. Greenberg [2] allocates three groups of “risk” among students, according to the stress probability. They are: first-year students, senior students, and representatives of ethnic minority.

First-year students. Drastic changes in the way of life, caused by beginning of the independent life. A habitual life in parental house and entertainments with friends change into necessity to live in another city or even another country, in a hostel, learning to earn and spend money, taking care of oneself; getting new circle of acquaintance and friends.

Students have to master new roles and overcome difficulties, which can be connected:

- With the necessity of the emotional independence of family achievement;
- With a choice and preparation for professional activity;
- With preparation for family life;
- With the development of ethic system of values.

Among the factors of educational activity, causing stress at junior students, first of all should be named the following:

**- Examination stress (pre-examination anxiety state caused by uneasiness about possible failure, emotional reactions in the form of panic, and importance attached to the mark).**

- Academic “overload” – a state, caused by excess of subjects or their top-heavy complexity.

- Friendship and love (leaving the old friends, acquaintance with new friends and entering into new relations, looking for love and establishing relations with the members of the opposite sex).

- Jealousy (is the stressor for both: the one, who is jealous and the one, who arouses jealousy) and break-up (which is borne harder by those, who are forsaken and those, who are afraid to be forsaken).

- Sex (formation of the attitude to sex, distribution of the information about safe sex, risk of being infected with AIDS, and other sexually transmitted diseases).

- Violence (resistance to sexual harassment, violence prevention).

- Shyness overcoming.

Senior students, i.e. those, who have worked, have served in the army, and have got a family before entering institute. Main stressors for them are:

- Combining of study, work, and household duties;
- Being unsure of ability to handle the studies.

Stressors of students - ethnic minority representatives are basically connected with language barrier, racism demonstrations, and difficulties in adaptation to new cultural norms.

Institute of higher education as a social and organizational environment for preventive programs realization

As the basic directions, organization of preventive work in institute of higher education traditionally implies:

- Guarantee of psychological help for students;
- Development and application of programs on stress control training.

Today, the role of training programs is not reduced to the stress control; it is necessary to develop programs of training confident or assertive behaviour as well. Concept of self-affirmation (assertiveness) provides for tactics of carrying your point and asserting your rights by using logical argument, without accusations and aggression, considering interlocutor's opinion, and compromise willingly, if it is necessary.

Skill in self-affirmation is not understood as an aspiration to victory at any price, but means a self-esteem and respect for the others. Assertive behaviour helps in achieving the set objects, without causing damage to others. According to this concept, person should make his choice independently and be responsible for his deeds. Such behaviour accompanies moral certainty and inspires. The confidence is regarded as an aim and behaviour toward self.

On the grounds of his clinical experience, A. Lazarus' [3] considers four major grades of behaviour, which are united by the concept of assertive behaviour:

- Ability to say "No";
- Ability to talk openly about feelings and expectations;
- Ability to establish contacts, to start and to finish conversation;
- Ability to express positive and negative feelings openly.

These abilities exist not only at behavioural level, but at the level of cognitive processes as well, including aims and life philosophy. There are three variants of behaviour in the training programs:

- Uncertain (passive, without asserting one's rights, *a flight*): person tries to avoid the conflict by maintaining the status quo; lets others to make decisions for him; agrees with others, regardless of what he feels; procrastinates the time to avoid a necessity to solve a problem. But for all that, he feels like a victim, blaming others for things that happen to him.

- Aggressive (direct and indirect aggression, *a struggle*): person

behaves aggressively; tries to thrust his opinion on others, despite their feelings; behaves with hostility and unpredictably, flies into a rage. Such tactics lets to achieve the objects (within certain limits) owing to other people. Aggressive behaviour provides for a high degree of “risk”, as the person is always in sight.

- Confident (assertive, *control, logic*): person is fair with himself and others; stands upon his rights, respecting the rights of others; is capable to social and emotional self-expression; is self-assured; is capable to behave rationally, as mature person. Such tactics helps to succeed, without causing damage to others, to make a choice, and to be responsible for your own deeds.

Social movements and student organizations can play an important role in realization of preventive programs in the drug addiction sphere.

Any social movement supposes a membership of it; therefore, public unions of students, such as public organizations, student centres and clubs can act as one of ways of self-identification in the positive context. Thus, the need of youth for an affiliation with a group is satisfied. Similar identification with the purposes, values and norms of referred group lets to get a positive social experience, which is transferred to other spheres of vital activity.

Public associations that incarnate the projects, concerned with pro-social behaviour development, at which respect, responsibility, objective appraisal of results, initiative, and support are welcomed, play the major function of future experts and citizens education. Public associations, in the framework of youth directions of their activity, can realize preventive programs in the field of addictive behaviour.

Organization of leisure within the limits of representations about healthy way of life.

In the given programs, the approach is based on proposing an alternative in satisfying the young people’s aspiration to risk, and to search of pungent sensations and activity. These alternatives can be: sport, travel, and creative work.

Organization of educational programs directed to:

- increase of the level of knowledge about the negative influence of drugs, and consequences of their usage;

- increase of communicative competence, training in life skills and resistance to negative influences of contemporaries; ability to make perspective life plans;

- training of youth leaders, who express a desire for conducting an anti-drug agitation among contemporaries.

Public assistance programs realization. Such programs imply student

training in the bases of medico-social support of their life and educational activity.

Realization of programs of cooperation with other student movements and organizations, which have similar purposes.

Thus, institute of higher education as a social organization has many key factors and channels of influence, which can be successfully used for drug addiction prevention in student environment.

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# Topical problems of today's Russia

Asmolov A.G.

## Priorities of Russian state educational policy

Last years and even decade Russian education along with the whole country has become a scene of social changes that in fact affect each resident of Russia. It has gone through and still experiences *the periods of stabilization* (at the beginning of the ninetieth), *reforms and development* (the middle of the ninetieth), and at last, *modernization* (from the end of the ninetieth - till present 2005).

Today, directing our attention toward the base priorities of the socio-economic development of Russia, we should try to define easy and sharply the social risks on the path to the education reform and to plan the specific steps for succeeding in the objects that the state, society, and education have been facing in the latest historical period. First of all, we mark out the essence description of the education process:

- **Education** - *is a resource of raise of competitive abilities of person, society, and state.*
- **Education** - *is the social institute of cultural identity formation of Russian citizens.*
- **Education** - *is the factor of social confidence gaining and reducing intensity in the multinational Russian society.*
- **Education** - *is a condition of achievement personal and professional success in the process of person's socialization.*
- **Education** - *is a sphere of intellectual education and the basis of the national innovative system of Russia*

*From the priority of education as the declaration to the priority of education as the state policy task*

At the beginning, I start the discussion of some general issues and problems, which over the obviousness and apparent banality are perceived as the postulates that do not need any proofs, but not as the tasks, the solution of which requires the application of joint efforts.

First of these issues concerns the analysis of conformity of the thesis on the education priority in mass consciousness of the population and in the socio-economic life of the country with the actual state of affairs. It would be advisable to realize for what reasons the thesis on the education priority, on the education value, as well as on sciences sharply differs from the

reality and, as a rule, is at the level of declarations and good assurances. And it would be expedient not only for the sake of rhetoric, but also for the need of understanding the objective social and economic limiters of pre-existing scripts of the education development.

Even though we initially apprehend the achievement of the priorities as a strategic task of the state policy, our next step will be establishing the reasons that are impediments to the education transformation into *resource of the raise of competitive abilities of the person, society, and the state*.

We should similarly estimate, whether the slow processes of transition of Russia from *the industrial society* to *the postindustrial informational society* give the Russian education a chance to take a position of the priority sphere of human resources training not in words but in practice?

Whether it is a time to prove the inadequacy of referring the education and the science to non-productive sphere, and of considering us among the workers of this sphere that is usually financed by a residual principle in a historical situation of transition to the informational society?

Whether it is time to try to understand the limitation and defectiveness in defining the sphere of education only as *the services sector*, and obvious underestimation of the education as the social institute that forms the cultural identity and generality of all of us - the citizens of Russia?

It is time to prove and assert the described above positions, to develop the federal and regional educational programs that promote the transformation of education into the powerful intellectual industry and the factor of the consent achievement in the conditions of the growing social, ethnic, religious, and cultural variety of our society.

At the first sight, all these problems seem to be in external system of the socio-economic coordinates of the state policy in relation to the education sphere. At the same time, without finding the solution to these problems, it would hardly be possible to estimate productively the sufficiency of *the potential of the existing concept of the education sphere modernization* for transforming the education into the condition of achieving a high living standard in the country and providing the citizens safety.

Having these questions comprehended, we will be able to discuss more adequately the efficiency of such important innovations of the concept of the education modernization, as, for example, the quality of school knowledge through the General State Examination; the strategy of introduction into practice the standards of school education; distribution of trade school education models; productivity of the education



informatization; timeliness of the SIFO (State Investment Financial Obligation) practice and start opportunities of the economic mechanism of educational credits in the sphere of vocational training; degree of conformity of the renovated qualifier of the trades and vocational training directions to the requirements of labour market and modern economy.

I emphasize once again that to comprehend the opportunities and the restrictions of the education modernization conception it would be useful to exceed the bounds of education as the limited sphere and to consider the potential vectors of the education transformation within the system of coordinates of socio-economic, intellectual, and cultural development of the country.

*Socio-economic characteristic of the education as a non-productive sphere is a barrier on a way to the education system development*

Even the brief analysis of the place and function of the education sphere in the industrial society shows, how far from the truth the thesis about the priority of the education is.

First, in any industrial society education has been related to non-productive sphere and numbered among science, culture, public health service, municipal services, etc. in the human services.

In Soviet Union the education relation to the non-productive sphere was substantially made up by the use of education as an essential component of ideology. Hence, the value, the priority, and social prestige of the education system that were substantially derived from the ideology, which set the social standards and norms of education and development of a person through education. Having lost the security function of ideology, the education system experiences the restrictions resulting from being placed it in the non-productive sphere.

In the industrial society infrastructure the education system serves as the separate branch, guarded by the departmental barriers against many other branches, including science, cultures, and public health service and is not “the first among equals” even in the non-productive sphere.

I think, that there is no need to look for the arguments testifying that the wage in our sphere is far less, than in the sphere of industry and economy. Negative dynamics of the pedagogical trades social prestige, fixed by numerous sociological polls, is also derived from referring education to the non-productive sphere.

The strict definition of education as one of the branches of non-productive sphere and, besides, as the branch with postponed and invisible material result, causes the domination of pragmatic utilitarian aim at the on-budget expenditures restriction in the education sphere. Representatives

of the education sphere, struggling constantly for education, perceive this destructive and, as a rule, not openly declared aim as a given reality. And all reforms and conceptions of the education modernization that are carried out within the education sphere come to the education sphere adaptation, to the growth of budgetary reductions, and to the changes of tax policy.

*Risk of bringing the education to the human services and social effects of education*

The education brought down to the human services is the essential *restriction* on the path leading to the elaboration of various scripts of the education development during the last several years. There is no doubt that this

sphere extends and begins to carry out more and more important functions in the transition to the market economy and the postindustrial society.

At the same time, reducing the education to the human services, man can lose the touch of *the social effects*, made by the education in the society - effects of the society consolidation and forming of a cultural identity of Russian citizens, effects of decrease of risk of socio-psychological tensivity between different ethnic and religious groups of population, and effects of “lift” and achievement of a social equality of groups and individual persons with different opportunities.

All these social effects of education are especially vivid in the infant schools, general education, and additional education of children and teenagers, as well as in the special compensative education of physically and mentally retarded children.

These very effects that express *the essence of education as a major institute of the society socialization*. The same effects confirm historically existing social expectations for the pedagogical profession, especially the teacher profession as the mission and self-values of society.

In case that these effects are not taken into consideration and the education is related to the human services only, the socio-role relations between the society and the education are established at the level of relations between the clients and the sellers of the educational services.

If, regarding the education, the society obviously or implicitly takes social positions of the consumer and the client, then the interactions between the society and the education are established by the principle of a pragmatic exchange (“you - to me, I - to you”); and the opposition “we – they” is formed, breaking the relations of *social partnership* between the education, society, and state.

Owing to such assignment of the roles, there is a great risk of development of the relations between the society, the state, and the education according to the plot of the fairy tale of Alexander Sergejevitch

Pushkin about the small goldfish. The society appears as an “old woman”, i.e. a capricious client who does not proportion his claims to reality.

The state, represented by the controllers of the educational system, has a sad role of an “old man”, which is continually sent with inquiries to the education. And teachers, tutors, and educators play the role of the small goldfish, which runs errands for the society. The denouement of Pushkin’s fairy tale is well-known and instructive. If the society will behave as the client (a despotic “old woman”), it risks to be left with nothing (at the broken trough of education).

*Education is a resource of the national innovative system and a priority of the information society development*

It will be possible to exceed the bounds of the limitations, imposed on the elaboration of scripts of the education development in the industrial society, only if we settle the

requirements that the education system must meet in the nascent information society.

Today, there is rather high probability that in the state policy the key position will be occupied *by the strategy of creation of Russian national innovative system*. The developed national innovative system is, as everybody knows, a core of any information society.

Processes of rapid growth of information and communication technologies in Russia, access to global sources of knowledge, accelerations of the process of innovations application, distribution of the network management organization and the industry, along with the market demands, prompt the country to the development of the national innovative system as a factor of competitiveness, prosperity, and safety of the population.

In this situation, the education sphere, being the major component of the national innovative system, sometimes spontaneously, sometimes purposefully starts to change in the changing world. Whether the education sphere as the special intellectual industry has any chance to become a priority in new conditions of our state development? It certainly does.

Even an encountered set of the names of the postindustrial society unambiguously shows the potential position of education in the structure of this society: “information society”, “innovative society”, “communication society”, “risk society”, and, at last, “society, based on knowledge”. It is remarkable, that the report on the development of human potential in the Russian Federation given this year in the framework of the Program of the UNO development was entitled “Heading toward the society based on knowledge” (2004).

The information sector starts to occupy more and more imperiously the leading place in the information postindustrial society and there is a transition from the society development, which is based on the natural resources exploitation, to the development, which is based on the use of such a resource as the knowledge, produced by the mankind. In a sense, the relations between life and consciousness are changed, to be more exact, they become complicated: while in the industrial society the existence is defined by consciousness, in the postindustrial society the metaphor, according to which co-knowledge, the joint knowledge, and the distributed knowledge define the existence, is more and more pertinent.

Whether the education sphere will take the opportunity, given by these objective circumstances, to become a priority in the human resources development and citizens of the civil society in actual fact, not only in words? That is a question. And the answer depends on how good we understand the development vectors of the information society and whether we manage to build the leading policy of education development, instead of the reactive one.

To define these vectors and related to them education system requirements, we use as a magnifying glass four aspects, which one way or another set the education development logic and we look through the prism of these aspects at the information society.

The first aspect of development and functioning of any educational system touches on the following problem solution: “*What for the education develops?*” “*Why study?*”

The second aspect touches the problem “*What to teach?*” i.e. a problem of **the education content and development** of those **abilities of the person** that should be transferred to the new generations of pupils and teachers for their successful civil and professional socialization in the information society conditions.

The third aspect of any educational system development is related to the solution of problem of the education technologies choice “*How to teach?*” and “*In what way to teach?*” The fourth aspect of definition of the logic of educational system development provokes the sensitive issue - “*By means of what resources to teach?*”: financial, material, legal, organizational, and, certainly, personnel.

*What for to teach?  
Valuable objects of  
education*

The answer to the question “**What for to teach?**” touches on the definition of *the valuable subjects* dominating in the information society, which should be considered at the education system

elaboration.

According to the data of several analysts, the dominating valuable object in the industrial society is **the safety ideal**. Putting the safety ideal in the forefront of mass consciousness in the information society (or “a risk society”) is caused by increasing probability of various social and man-caused accidents, which act as side, unpredictable consequence of the application of high technologies.

It is well known, that many of these technologies have a global radius of action. The safety ideal domination results in arising such special social phenomenon as a “fear solidarity”. *Fear factor* (“insecurity”) becomes one of the social consolidation factors of various social groups and movements. In the industrial society, the leading factor of consolidation is *the need factor* (lack of material and social welfare), related to such valuable objects of the traditional industrial society as **ideals of social equality and prosperity**.

Thus, it is possible to state that *the educational policy has a chance to take a priority if it will create the state programs and will support various initiatives agreeable to, at least, three dominating ideals of the information society - safety ideals, social equality, and prosperity. In the information society, education as knowledge of social and man-caused risks, making the consequences of these risks predictable* at individual, group, and state levels, will be as much demanded as it will reduce, for example, the occurrence of social, religious, and ethnic conflicts or man-caused accidents.

Along with the education programs, providing the different kinds of safety, the education programs that help to achieve the ideals of social equality, prosperity, and stability in Russia have been and will always be topical.

By implementation of these programs, *the education as the institute of civil and professional socialization* provides the growth of social mobility of the population, personal and professional success achievement, and development of regulations of tolerance as the basis of formation of cultural identity, communal life, and social consolidation of citizens.

*What to teach?  
Mobile education in  
the mobile world*

To answer the question “**What to teach?**” i.e. the question about the content of education and about the formation of competence and abilities, it is necessary to consider, first of all, such characteristic feature of the information society, as *increasing rate of changes in the surrounding world*. The conceptions like information stress and information neurosis were not accidentally included into our everyday life.

The education system can help a person to keep up with the changes

flow not losing self, if the credo of the education system in the information society will be the words “Mobile in mobiles” (mobile in the mobile environment), engraved on the submarine of the well-known Jules Verne’s hero - captain Nemo. It is a question of aiming the society at making **the mobile education in the mobile world**.

The term “mobile education” is sometimes used as a synonym of remote education. But remote education basically signifies an external formal characteristic of pedagogical technologies - teaching at a distance.

The essence of mobile education is its flexibility, its unique opportunity *of broadening the accessibility of knowledge*, and, thereby, **the provision of social equality**, due to development of variant programs of school, vocational, and, especially, additional education of adults. The transition to more purposeful implementation **of the principles of variant developing education**, started in the middle of 90th, will help to meet the requirements of the information society.

In the conditions of the information society, the key ability, which is formed in various forms of educational and game activity, as well as in professional work, should become **a learning capability**. The principal psychologists and teachers of Russia time and again emphasized, that the main task of school is **to TEACH TO LEARN**. But their voices have been hardly heard.

Today, development of learning capability and an embodiment of the aim “teach to learn” will help in the strict sense to grasp the immense. The development of learning capability and creation of qualitative programs of professional growth is necessary to begin with the programs for teachers, tutors, and superintendents of schools and other educational institutions.

To put it figuratively, for the learning capability development it is necessary to have a kind of “school for the head master”. **Development of the learning capability of the pupil begins with the development of teaching capability of the teacher**. In this sense, *the system of higher vocational education, including the classical universities’ development of training and retraining programs for teachers, is the key to the general education sphere development*.

Development of the learning capability is closely connected with the information society being doomed (in a sense) to the broad motivation of different kinds of continuous education, transition from the traditional for the industrial society “education for life time” to the constantly renovated “education through the whole life”.

Continuous education becomes a norm, which justifies the slightly changed old saying: “Want to live - be able to study”. Short life cycle of knowledge, skills, and professions in the conditions of the information

society makes the desire to change the places and trades usual and proves that the range of motives of the person can surpass the breadth of interests and special knowledge of trades.

The up-tempo of changes in the information society utterly reveals *the system crisis of the traditional paradigms of education in the different countries of the world*, including Russia.

Therefore, one of the well-known sociologists of Germany has sadly named German national system of vocational education a phantasmal station, from which the trains of human fates leave to the world of dying away trades, the changed flexible sphere of employment, and new labour markets. And in this situation *we mechanically predict the market of trades, being under hypnosis of particular specialization, without posing the problem of socio-economic forecasting of trades that come into being.*

*Projection of mobile education in the mobile world, development of learning capability, renovation of knowledge, and change of trades in different forms of continuous education* act as the criteria at the discussion of the some innovations in the framework of the conception of education modernization. How to achieve the *optimal balance between universalization and specialization* of the programs of school general and vocational educations?

*The universalization of educational programs acts as a precondition of social, academic, and professional mobility in the changing society.*

What if this general, almost maniacal infatuation with the forms of vocational education get us in the situation that F.M. Dostoevsky described with irony: When a patient with the cold in the head saw the doctor, who examined him and said, groaning: “My dear friend, you’ve got a cold in the left nostril. You better go to Paris. We do not treat such a cold here”.

What if this experiment on the vocational education will lead to producing the particular specialization of pupils, “the left nostril” experts, which at times are far from the deliberate professional self-determination even in the higher school?

In the conditions of rapid process of knowledge renovation, the social risk of putting into practice *the standards of school education*, which have become old fashioned even before being approved as the law, increases.

Don’t you have a feeling that from the ninetieth there is a permanent *revision* of the projects of standards of yesterday school, while *the work* at the standards adequate to the time has not yet begun? As the result, it may happen that we will make the schoolboys hostages of the education standards of the last century.

All the spectrum of these questions concerning the renovation of the

education or as it called now “the content” requires a discussion.

*How to teach?  
Expansion of teacher's  
access to knowledge*

After discussion of the question “what to teach?” in the information society we, as it was already mentioned, shall briefly touch upon the question “**how to teach?**” i.e. **the question on the education technologies**. In spite of the obvious necessity of information and communication technologies application in the education system, while trying to find a solution for the problem, we can face the hidden dangers. One of these dangers is a non-agreement between the processes of school computerization and the processes of teachers’ familiarization with the information culture of the information society. Such social drama of school education as the situation, when *the teacher is behind the pupil* in the process of intercourse skills mastering, first of all, the skills of intercourse in the Internet, has been discussed more than once. So far, the best example of the mass effective solution of this problem is activity of the Federation of the Internet Education that has trained more than 100 thousand teachers.

Mastering communication technologies by teachers also solves the often-omitted question of **the teachers’ access to knowledge**. We usually reduce this question only to pupils or students’ access. At the same time, we still have not posed as the state task - the task of creation the conditions for the access to knowledge of schoolteacher or the tutor of vocational education. Without this task solution, efficiency of numerous programs for raising the level of professional skill will remain obviously insufficient for creation an innovative national system in Russia.

The question “how to teach?” is also related to the **technologies of knowledge quality control**. At these technologies development, it is important for us not to stop the search of various approaches to the knowledge quality estimation, while taking great interest in the monopoly of one technology.

In this regard, the *experiment* of GSE (general state examination) adaptation is one of the important lines of the search. There is no doubt in the necessity of practicing more widely *so-called olympiads and competitions* for the knowledge estimation. The ideas of the *self-estimation of knowledge*, for example, by *the voluntary distant testing* of knowledge of both pupils and teachers are worthy of notice. In short, there are many open complicated questions to solve in the development of the technology of knowledge quality control.



*Whose expense to teach  
at? Retraining of the  
personnel and  
innovative potential of  
regions*

In the conclusion, I will dwell on the last question, the question “at the expense of what resources” to develop the variant mobile education as the major component of the national innovative system of the information society that is being created in

the country.

One of the priority directions of the education system development is an urgent intense preparation of the education specialists to the life in the information society with its risk, speed, and dangers. Considerable *innovative potential* of such *preparation and perspective regional programs of the education development* has been gained in the regions. Having no full information about these programs, we take the risk of becoming the inventors of wooden bicycles. Perhaps, it is worth to advert to the practice of the Council of regional education leaders and, specifying the education priorities, to discuss the specific steps of the professional retraining and training of specialists with the heads of various regions of Russia and the Russian Union of Rectors. In my opinion, it is extremely dangerous to reduce the problems of additional professional education to the abstract thesis on the education transformation into the object of the state educational policy strengthening. It is important to realize that special retraining of teachers, and first of all, the retraining to educational and information technologies is a key to modern reform of education. Thereupon, I want to draw attention to the advanced program “the Higher School - to school”, which is focused on the given range of questions (the program is enclosed). In the conclusion, I also want to note that it is necessary to discuss the question of training the highly qualified pedagogical staff - the staff for teacher’s training colleges at classic universities.

I suggest, that according to the questions of resources and in other questions, which have been brought up today, the ways of achievement the education priority in the new society that is arising in our sight, and which will become a society, based on knowledge, were discussed.

Maryin M.I., Kasperovitch Y.G.

## **Organization of psychological support on releasing hostages in cases of terrorist acts.**

*The structure and methods of work of Ministry of Internal Affairs psychological service during the counter-terrorist operations are analysed in the article. The authors designate the service's aims, tasks, functions, and mutual relations with other organizations and departments, who take part in the emergency consequences elimination.*

*Psychological methods of work of the service are demonstrated with the examples of elimination of tragic events consequences in 2004: explosion in Moscow Metro (February and August), capture of airliners (August), and terrorist act in Beslan (September). The work of psychological service of Ministry of Internal Affairs of Chechen Republic is worthy to be praised.*

*The authors offer some methods for increasing the effectiveness of the system of psychological support of activity on prevention and liquidation of the terrorist acts consequences in the Russian Federation.*

**Keywords:** *terrorism, psychological support, psychological service of Ministry of Internal Affairs of Russia, counter-terrorist operations, Beslan.*

The federal statute # 130 of 25th of July 1998 "On the struggle against terrorism" has defined legal and organizational bases of the struggle against terrorism in the Russian Federation, the order of coordination of activity of the federal executive authorities, the executive authorities of subjects of the Russian Federation, public associations and funds that carry out the struggle against terrorism.

It is underlined in the law, that for direct management of the counter-terrorist operation in accordance with the decision of the Government of the Russian Federation, an operational staff, headed by the representative of the Federal Security Service of the Russian Federation or Ministry of Internal Affairs of the Russian Federation (depending on what federal executive authority will have more power in carrying out this counter-terrorist operation) is created.

The operational staff that controls the counter-terrorist operations in the subject (region) of the Russian Federation is headed by the chief of territorial body of the department that will have predominant power in carrying out the concrete counter-terrorist operation.

For the counter-terrorist operation realization, the operational staff

involves necessary forces and means of the federal executive authorities, which take part in the struggle against terrorism.

Among the main federal authorities responsible for carrying out the counter-terrorist operation are the following:

- Federal Security Service of the Russian Federation,
- Ministry of Internal Affairs of the Russian Federation,
- External Reconnaissance Service of the Russian Federation,
- Federal Custodial Service of the Russian Federation,
- Ministry of Defense of the Russian Federation,
- Federal Frontier Service of the Russian Federation.

At the same time, the other federal authorities and departments are also subjects of counter-terrorist activity within the range of their competence. The list of such departments is supplementary defined by the Government of the Russian Federation.

All military men, employees, and experts, who are involved in the performance of the counter-terrorist operation, submit to the head of the operational staff. The head of the operational staff takes a decision of use of forces and means involved in carrying out the specified operation. Interference of any other person, irrespective of the position occupied, in a management of counter-terrorist operation is not allowed.

In the area of carrying out the counter-terrorist operation, the special legal regime is entered, which is provided with forces and means mainly belonging to the structure of the Ministry of Internal Affairs of the Russian Federation.

Thus, according to the law “On struggle against terrorism”, the Ministry of Internal Affairs of Russia is one of the basic agents participating in the prevention, revealing, and suppression of terrorist acts and playing one of the leading roles in the activity on releasing hostages under conditions of terrorist act.

The word “terror” has a Latin origin and means “horror (fear)”, it has a special psychological notion defining a strongly pronounced emotional state, which arise as reaction for the actions aimed to cause the very state among those, who is the subject of such acts or those, who witnesses it (D.V.Olshansky, 2002).

From this it follows, that terrorism, as a general notion, implies the phenomenon, composed of fear and horror as an aim of certain terrorist acts and actions, the acts and actions themselves, their concrete results, and all spectrum of consequences.

The above-mentioned has predetermined an active participation of the psychological service of the Russian Ministry of Internal Affairs in the realization of counter-terrorism activity by employees of domestic affairs

authorities, RS (riot squad), and special-purpose police platoon on the territories of the North-Caucasian region. This work has been started in 1995, and since 1999 till present time it proceeds at a new organizational level.

The special Program of medico-psychological support of the employees of internal affairs departments and soldiers of internal forces carrying out duty combat mission on the territory of the North-Caucasian region is developed in the framework of this direction of activity and for the purpose of increasing its efficiency.

The program regulates an order of organization of the psychological selection, the psychological training, support, and conducting the rehabilitation actions among the personnel. In accordance with this program, psychological support of the counter-terrorist operation provides for:

- inspection and estimation of psychic state of the personnel and conducting the psycho-correctional actions,
- study of socio-psychological atmosphere in the personnel and prevention of possible interpersonal and inter-group conflicts,
- consultation for managers and employees,
- participation in maintenance of separate special operations.

Now, several groups of psychologists work with the personnel of the temporary operational forces of the Ministry of Internal Affairs of Russia on the territory of the North-Caucasian region. For last years only, more than 200 psychologists have been sent to the region, psychologists of territorial authorities of subjects of the Federation were also sent to all temporary departments and composite groups of militia.

Today, the psychological service of the Ministry of Internal Affairs of Chechen Republic is formed, where psychologists from regions work on a contract basis, as well as trained specialists of Chechen nationality. The number of staff psychologists of the Ministry of Internal Affairs in Chechen Republic comes to 21 men.

Psychological rehabilitation centres are equipped and function in temporal grouping elements, in Hankala settlement, in Grozny, the Ministry of Internal Affairs of Chechen Republic, and in regional police stations. Trainings, sessions on psychological self-regulation, consultation of managers and employees on sustaining a necessary level of work efficiency are organized on the basis of these centres.

On the territory of Chechen Republic, psychologists render assistance to more than 2 thousand employees every year, study socially-psychological climate in more than 100 elements, develop recommendations on prevention and preventive measures for various

emergencies and conflicts in service collectives.

In the development of this direction of psychological service activity, on the basis of scientific research results and significant experience of working in the state of emergency caused by capture of hostages, explosion of houses, and disaster, the Ministry of Internal Affairs of Russia has elaborated Regulations on organization of the psychological support of the activity of employees of internal affairs department in the state of emergency, including the release of hostages during the acts of terrorism.

These Regulations define the aims, problems, functions and mutual relations between psychological service of the Russian Ministry of Internal Affairs and organizations and departments participating in the force majeure elimination. The structure of these Regulations includes organizational aspects of psychologists' activity, the program of their special training and material support.

In each subject of the Russian Federation the composite groups of psychological maintenance have been formed and completed with the most trained psychologists of internal affairs department and psychotherapists of preventive treatment establishments.

The size of psychological support crew makes no less than five psychologists, including the medical worker as an indispensable condition. The head of the group of psychologists can belong to the working machinery of the operational staff.

At long and large-scale nature of emergency, in accordance with the decision of the group manager, and in coordination with an operational staff, an additional number of psychologists and experts of the Ministry of Internal Affairs, the Municipal Department of Internal Affairs, the Department of Internal Affairs of the subjects of the Russian Federation, being in reserve at the place of emergency, and if necessary – the experts of other Ministries of Internal Affairs, the Municipal Department of Internal Affairs, the Department of Internal Affairs of subjects of the Russian Federation, educational institutes of vocational training of the Ministry of Internal Affairs of Russia are recruited.

The main tasks and functions of groups are:

1. In the field of psychological support of the activity of authorities and elements of internal affairs:

- to develop offers on psychological support of the activity of authorities and elements of internal affairs and to represent them to the governing body of an operational staff for the purpose of mass disorders suppression, panic avoidance, and overcoming of aggressive manifestations among the population;

- to fulfil gathering and analysis of the information on sources of

negative information-psychological influence upon the employees and population and to develop offers for the governing body about measures for their neutralization;

- to fulfil psychological consultation for managers of the operational staff and employees carrying out the special operations;

- to participate in meetings with civilians, representatives of the local administration, law machinery and other associated authorities, to study socio-psychological situation, analyse it and predict possible directions of its development;

- to inform an operational staff of revealed offences among citizens and about the persons provoking to mass riots and spreading panic, to offer suggestions on their preventive measures;

- to take part in the organization of the actions on rumours distribution prevention and mass negative psychological reactions occurrence;

- to inform in proper time the police service of public security about any disturbance of the limited access to the places crowded with persons - not the representatives of departments and organizations participating in rendering psychological and medical assistance to victims;

- to take part in the development of strategy and psychological support during negotiations for releasing hostages and at the time of threat of future acts of terrorism.

2. In the field of organization and realization of the psychological, psycho-therapeutic aid to employees:

- to provide a psychological support to the personnel, to define a level of working capacity of employees and to control their functional condition;

- to render psychological, and if necessary psychotherapeutic and rehabilitation aid to employees, to carry out actions focused on maintenance of high psychological stability level, overstrain state correction, and other unfavourable mental states;

- to study operational formation groups in the subdivisions involved in the fulfilment of operational-duty missions and carry out actions focused on maintenance a favorable socio-psychological atmosphere within these groups;

- to consult the managers of services and subdivisions of internal affairs on the organization of work with the personnel and maintenance of employees working capacity.

3. In the field of organization of interaction with psychological and other services of various ministries and departments:

- to cooperate with psychological and other services of various departments in psychological consultation, rendering citizens a

psychological aid in critical situation;

- to render victims a psychological and psychotherapeutic help, detecting persons with invariable behaviour and mental deviations being in critical stressful state, and apply medico-psychological treatment mode to them;

- to study and carry out analysis of socio-psychological processes and phenomena among the population;

- to participate in actions of internal affairs authorities and psychological services of other departments on stabilization of negative socially-psychological signs among the population;

- together with psychologists of other departments, to develop recommendations for civilians on overcoming psychological difficulties and banning unfavourable consequences of being in extremal condition.

4. In the field of cooperation with mass media:

- to carry out cooperation with the service of information and public relations of internal affairs authorities;

- to develop suggestion on interaction between the representatives of internal affairs authorities and mass media;

- to participate in the project development of addresses of representatives of internal affairs authorities and local authorities to the population by means of mass media;

- to analyse the content of mass media publications and broadcasts, to reveal the possible direct and further negative socio-psychological consequences of such publications.

Thus, as the latest years experience of psychological service of internal affairs authorities show, organizational questions of activity of psychologists of such a “power” department as the Ministry of Internal Affairs of Russia, are basically solved.

Therefore, in 2004 psychologists of internal affairs authorities were allowed to take an active part in the elimination of the terrorist acts consequences. In each case, the priority actions on rendering the relatives of victims a psychological aid were organized, as well as a psychological support to employees participating in elimination of the tragic events consequences.

The psychologists worked after explosions in Moscow Metro in February and August of 2004, illegal armed unit attack on the Republic of Ingushetia in June of current year, terrorist acts involving the capture of two air liners that had departed the airport “Domodedovo” in August, 24, 2004, and loss of passengers in the air crashes above Rostov and Tula.

Rendering relatives arriving in the airport “Domodedovo” a psychological aid began at 3 o'clock in August, 24 first by 3 psychologists

of the Moscow Department of Internal Affairs on Water and Air Transport (the chief - Protsenko I.V.). The work was carried out in the temporary centre of rehabilitation and by telephone hot line jointly with an operational staff and psychologists of other departments and organizations.

For rendering a psychological aid to a big number of arrived relatives of the lost passengers, 7 more psychologists of the Moscow central administrative board of internal affairs (the head of psychological service - Levashova T.N.) and central administrative board of internal affairs of Moscow region (the head of psychological service - Zakharova S.I.) were recruited.

In Tula and Rostov regions, at the places of crashes, 2 groups of psychologists consisted of 10 experts (4 psychologists and 1 psychotherapist) worked with relatives of victims and with the employees searching the victims' bodies (head of psychological services of the Internal Affairs Department in Tula region - Skoroletova Z.V., head of the Municipal Department of Internal Affairs in Rostov region - Bykova N.A.).

The most shocking terrorist act of the current year is certainly the capture of high school # 1 in the town Beslan of Republic Northern Osetia-Alania that had terrible consequences.

On the 1<sup>st</sup> of September, having received an information on hostages capture, the group of psychological support, composed of 9 psychologists of the Ministry of Internal Affairs of Republic Northern Osetia-Alania, arrived in Beslan (the head of the group - Tuayeva M.V.).

That same day, the necessary information on the mood of civilians, and employees of the internal affairs authorities, cordoning off the area and standing sentinel, was collected.

It was noted, that the employees estimated the situation adequately and were ready to perform the set duty-combat mission. And at the same day, the governing body of the operational personnel assigned the psychologists of the Ministry of Internal Affairs of Russia a task: to organize a coordination of actions of psychological experts from different departments for the purpose of increasing an efficiency of psychological aid to relatives of the hostages.

On the 2<sup>nd</sup> of September, extra psychologists of Central administrative board of internal affairs of Krasnodar region (5 specialists, the head - Savina S.I.), Central administrative board of internal affairs of Stavropol region (8 specialists, the head - Akinin V.V.), Central administrative board of internal affairs of Rostov region (7 specialists, the head - Bykova N.A.), as well as psychologists of the Ministry of Internal Affairs of Republic of Northern Osetia-Alania (20 specialists), divided into 3 groups and directed for work with employees and population, were taken



on. On the 2<sup>nd</sup> of September, the general number of psychologists made up 43 persons (the head - candidate of psychological sciences - Adayev A.I.).

On the 3<sup>rd</sup> of September, psychologists of the internal affairs authorities took an active part in psychological support of the organization of the hostages releasing: bringing children and victims to cars and sending wounded men to hospitals. The work among employees, adults, kids, and schoolchildren, who had suffered from terrorist act, was organized. That day, according to expert estimations, the significant majority of civilians had:

- stress reactions, shock;
- heightened aggression, fear of an attack, death fear, a state of mental exhaustion;
- disbelief in future, psychosomatic disorders, trauma muscular blocking, sensation of a life time ending, etc.

At the same time, the specialists noted that the employees, who took part in carrying out the operation on setting free the hostages and provided a public order in Beslan, showed:

- a distressing feeling of fault,
- suffer from a professional impropriety,
- insuperable sensation of civilians aggression;
- feeling of isolation.

Within the day and on the 4th of September, more than 100 adults and 50 children of hostages got the psychological support. They were in agitated and stuporous state of psychic shock. The majority of former hostages had the muscular dystrophy, the tremor of extremities, and the fear of enclosed space.

*Example. The victim, 34 years old. She was among hostages along with the daughter and experienced a severe shock. Her reaction was characterized by disorder of consciousness, nonsensical and chaotic movements. She did not recognize her relatives, there was no adequate contact, and her speech was incoherent. Any sound and touch strengthened the fear. Using psychotherapeutic methods of influence, specialists treated her for psychic shock, transferring the crisis state into the phase of reaction and processing. The woman was able to recall the consecution of the happening, to know and recognize her husband.*

*The child of 9 years had been in the captured school along with his grandmother, who had died there. The boy was in stuporous state of catalepsy, did not move, and did not recognize his relatives. His recollection was episodic and incoherent. The child had an aversion of the death of his grandmother, who had brought up the boy. Using the psychotherapeutic methods (the art-therapy, games with plasticine and*

*soap bubbles), psychologists managed to restore the child's speech and memory; he recognized his mother, father and other relatives.*

Besides, at the same time, psychologists of the internal affairs department took an active part in the work with civilians, who attended at meetings on the main square of Vladikavkaz. Work at the meetings was directed on suppression of the emotional outbursts, normalization of the situation using psychological method of observation and influence.

On the 6-13th of September, to promote the work efficiency and to prevent the possible interethnic armed conflict, the complex psychological work was performed among the employees of 13 regional and village police stations and departments that patrolled the border between Republic of Northern Osetia-Alania and Republic of Ingushetia.

More than 1500 employees of Regional Department of Internal Affairs in Prigorodny, Chermensky, Octyabrsky, Sunzhensky, and Maysky regions; battalion of Police Patrol Forces; Pravoberezhny and Kirov RDIA (regional department of Internal affairs), settlements Olginskogo PF (patrol force); Irystonsy RDIA, Industrial, Zatrechny, Northwest municipal districts of Vladikavkaz; divisions of Ministry of Internal Affairs RNO-Alania have taken part in this work.

The regenerative actions, directed on psychological study of impressions, normalization of a condition through discussion of feelings, cognitive organization of the experience by understanding the events, decrease in an individual and group pressure, mobilization of internal and external group resources, and strengthening of group support and solidarity were carried out by the staff. For this purpose, special group trainings on rallying service collectives, removal of emotional intensity, and increase of working capacity were spent; the attitude of employees to tragical events of last days was studied and corrected.

As a result, the certain positive results at the majority of employees of militia and the population, received the psychological help, have been reached; employees, children, and adult population, requiring in the additional psychological help, concerning which the complex of necessary actions has been developed, are revealed.

Psychological work with staff of law-enforcement bodies of the Ministry of Internal Affairs of Republic Northern Osetia-Alania, Republic of Ingushetia, and the population of these republics, directed on decrease in psychological consequences of act of terrorism, prevention of interethnic conflicts, rendering of the psychological help by the victim, and practical help in the organization of work with the employees, begun on the 1<sup>st</sup> of September, 2004, after capture of hostages and has been continued from the 6<sup>th</sup> till the 15<sup>th</sup> of October, same year.

With this purpose, to the Ministry of Internal Affairs of Republic of Northern Osetia-Alania and Republic of Ingushetia have been directed two more mobile groups of psychologists of the Ministry of Internal Affairs of Republic Kabardino-Balkariya (the head - Taumurzaeva R.K.), Central administrative board of internal affairs of the Volgograd area (the head - Baskakov V.T.), as well as employees of Central administrative board of internal affairs of Perm, Moscow, and Chelyabinsk areas, and the Ministry of Internal Affairs of Republic Tatarstan. Twenty-five experts carried out the psychological work (the head - the candidate of psychological sciences Adajev A.I.).

During this period of time, in 40 days after the first victims of act of terrorism, significant number of employees had the condition of chronic overfatigue, the raised level of emotional intensity, and uneasiness; many of them had symptoms of aggravation of chronic diseases.

In the Ministry of Internal Affairs of Republic Northern Osetia-Alania psychological work has been continued with employees of riot squad, group of emergency platoon, management of the state inspection of road traffic safety, the Department of Internal Affairs of Pravoberezhny and Prigorodny areas, and village police stations on prevention of interethnic conflicts. In these divisions the special attention was given to the staff, carried out the service on liquidations of negative consequences of the act of terrorism; to the employees, who had received wounds; the persons, who had visited hostages and members of their families.

Similar actions have been lead with the staff of law-enforcement bodies of Republic Ingushetia: with employees of the device of the Ministry, emergency platoons, militia special function detachments, management of the state inspection of road traffic safety, a shelf patrol-sentry duty, Nazran MDIA (municipal department of internal affairs), Nazran DIA (department of internal affairs), and Karabulak and Sunzha RDIA. Simultaneously, with the administrative board of the Ministry of Internal Affairs of Republic Northern Osetia-Alania and Republic of Ingushetia, the conversations and psychological trainings have been conducted; with psychologists - practical trainings on forms and methods of rendering the psychological help to employees and on improvement of socio-psychological atmosphere in the collectives. As a result of all performed work, including the work of psychological service of the Ministry of Internal Affairs of Russia, socio-psychological conditions in the Ministry of Internal Affairs of Republic Northern Osetia-Alania and Republic of Ingushetia has been stabilized.

For increasing the system effectiveness of psychological support of activity on prevention and liquidation of acts of terrorism consequences in

the Russian Federation and taking into account the gained experience, we offer the following:

1. Within the limits of Russian psychological society, to create the public interdepartmental coordination methodical centre of psychological support of Federal executive power activity and the executive power departments on terrorist character crimes prevention and their consequences liquidation in the subjects of the Russian Federation.

2. Together with the interested Federal ministries and departments, to develop offers on creation of system of preparation, retraining and improvement of professional skill of psychologists for the executive power authorities, which are responsible for carrying out the counter-terrorist operation, releasing hostages and liquidation of consequences of acts of terrorism in the territory of the Russian Federation.

Authors of the article express sincere gratitude to the psychologists of internal affairs departments of the Russian Federation - the active participants of liquidation of consequences of the acts of terrorism in the territory of the Russian Federation in 2004 - for the heavy, but extremely important work they had done, as well as for the given opportunity to generalize the collected material.

Central administrative board of the staff of Ministry of Internal Affairs of Russia

**Scripkina T.P., Mjasnikova M.N.**

### **Analysis of the situation in Beslan and Vladikavkaz after the act of terrorism**

In September 2004, according to the association agreement, experts of South-Russian Regional Fund for Development of Tolerance and Preventive Measures of Extremism (Rostov-on-Don) worked in Vladikavkaz and Beslan.

The purpose of work was studying the analysis of the situation and rendering psychological and methodical help to psychologists and teachers of Beslan and Vladikavkaz, as well as to children, parents, and other people, who had suffered from act of terrorism and took part in the liberation of hostages.

Visiting school # 1 in Beslan produced a profound impression.

The school appeared dreadful because of the blood traces, bullets, shells, smell of burning, smashed window-frames, etc. Impression from the seen was like in Stalker: it seemed that no one could have survived there and that inside the school building had been everything but a submarine, such shambles it had.

There were no walls, no ceilings, and above a number of rooms there were only rafters. From the repair, that had been made a short time previously, remained just small areas of cleanliness. Children's things, clothes, white aprons, shoes, textbooks, pupils' mark books, photos, and manuals.... being left all over the place, horrified. And, certainly, the notes on the walls, blackboards, funeral wreaths... Those notes could be divided into several parts:

- Prayer for victims' forgiveness;
- Beseeching the God to be merciful to the innocent victims;
- Gratitude to the lost teachers, who were near the children up to the end;
- Damnation, directed against the terrorists, Islam, all Ingushians, R. Aushev, the governing body of Northern Osetia, military departments, Ministry of Internal Affairs of the republic, and the head master;
- Gratitude to the soldiers of "Alpha" and "Vypmel", killed at the liberation of hostages;
- Promise of terrible revenge with the specified addresses, where, supposedly, the just anger would come from.

Employees of Tolerance Fund had led the meetings with the representatives of Ministry of Internal Affairs, Ministry of Education of republic Northern Osetia - Alania, and the education department of Beslan.

Administration of the PPMSS (Psycho-Pedagogical and Medico-Social Support) Centre was contacted and there was a meeting, at which the purposes and tasks of the psychological and pedagogical help were coordinated and the plan of joint actions was developed.

Study and analysis of the situation on rendering the psycho-social help to the victims showed that:

- For rendering the urgent psychological help there is an emergency psychological help line, as well as consulting rooms for the psychological help, organized at the hospitals. The reception is mainly conducted by visiting experts. Experts of Beslan are present at the consultations and have an opportunity to observe the visiting experts, doing their work;
- Several teams of psychologists from different cities (Moscow, Stavropol, and Rostov-on-Don) and different departments (Ministry of Internal Affairs, Ministry of Education, Ministry of Health, and Ministry of Labour and Social Protection) have arrived to the republic for rendering a psychosocial help to the victims and that caused coordination difficulties of their actions and interactions;
- The system of the visiting experts' continuous work with the victims is not determined;
- There are more than 100 people in the hospitals of Beslan, Vladikavkaz, and Ardon;
- Several groups of victims, suffered from the act of terrorism and requiring a psychological help can be determined: hostages, their relatives, pupils and teachers of the school # 1 of Beslan, pupils, parents and teachers of other schools of Beslan and Vladikavkaz, employees of the Ministry of Internal Affairs, public health services, and other departments, involved in rendering assistance to the victims;
- The most topical problem in the educational institutions of Beslan and Vladikavkaz is children and their parents' fear of school attendance;
- There are not enough experts-psychologists in the educational institutions of Vladikavkaz, only one third of necessary number;
- Psychologists of the educational institutions of Vladikavkaz and Beslan do not have sufficient standard of knowledge, skills, and practical experience for the work with children, who have suffered in the state of emergency. The present psychologists need to raise the level of their skills in rendering assistance to the people with acute form of psychological trauma and post-stress traumatic disorder.

The analysis of the situation let us to draw to the following conclusions:

- It is necessary to take certain special measures to train the psychological experts of Vladikavkaz and Beslan for the work with victims in the state of emergency;

- The task of creating a coordinating system of continued work with the victims by visiting and local experts is still topical;

- Realization of the rehabilitation programs for the experts, involved in Beslan events, is important and these programs should be have a system character;

- It is necessary to carry out the diagnostic research to determine the risk-groups and groups that require a psychological aid more than others and to organize a system of psychological rehabilitation.

- For psychologists of the educational institutes, the PPMSS (Psycho-Pedagogical and Medico-Social Support) centre “Doverye” (“Trust”), and psychologists of MIA (Ministry of Internal Affairs) were conducted a number of seminars. With the purpose of psychological rehabilitation there was an individual consultation of the experts, involved in the work with relatives and the population during expectation, at the storm of school, and during corpse identification by relatives of victims.

- The employees of the Centre “Doverye” have received a number of materials, which can be useful to experts in their work on rendering psychological help to victims of the act of terrorism: publications, xero-copies of methodical supplies on psychological consultation and psychological correction of children’s fears, clauses about work with families, having psychological problems, connected with grief and upbringing of handicapped children.

The general effect of the atmosphere in the centre “Doverye” is sorrowful and optimistic. The group of psychologists, whom we could communicate with, participated in rendering a psychological help to the victims in Beslan and in the republican hospital of Vladikavkaz.

By increasing the activity of work with the direct victims of the terrorist act, the sthenic character of negative emotional experiences becomes more strongly pronounced. Most of people that we could have a talk with were in the condition of distressing waiting for the situation continuation and possible aggravation of the conflict of the beginning of nineties.

There was highly expressed aggressiveness directed to the participants and possible organizers of the crime (in the interlocutors’ opinion) - Ingushians.

However, these aggressive tendencies have rather forced, protective character, which is based on the public opinion, than the active one,

displaying readiness for direct actions and revival of the conflict.

Distrust of authority and the loss of its prestige become evident. The distrust at the greater extent is shown regarding the local authorities, rather than federal ones. In the people's opinion, inactivity and corruption of the authority makes it partially guilty in the present state of affairs.

Discussion with the experts of PPMSS Centre "Doverye" the problems of rendering a psychological help to the victims and the pupils helped to reveal the most difficult and most topical moments in their work. Taking these moments into consideration, the training seminars for experts of educational institutions, the employees of PPMSS Centre "Doverye", and for the experts of Ministry of Internal Affairs, were organized.

In the theoretical part of the seminar, the following themes have been covered:

- Trauma and posttraumatic reactions. Symptoms and phases of PTSD (post-traumatic stressful disorder) development. Factors of PTSD development. Clinical symptoms of PTSD;

- Reactions to traumatic events, depending on the age of children. The first aid;

- Diagnostic test for the traumatic experiences of children evaluation;
- Grief of loss. Children's reactions. Phases and problems of grief. What complicates the process of grieving? How to help a child to overcome the grief ?

- Children's fears. Ineffective strategy of parents. Methods of diagnostics and correction;

- Psychology of extreme cases.

The practical part of the seminar let the participants of seminars to:

- realize the personal reactions to the events in Beslan;
- mark the basic moments and to develop the skills of getting into contact with a child;

- master techniques of the work with emotional sphere and with children's fears.

Participants of the seminars (in a feedback) have emphasized:

- the increase of personal professional confidence and readiness for work with the victims in emergency situations;

- The value that the theoretical part was of an application character and was illustrated with the examples of the experts' experience;

- The importance of organizing a space within the framework of the seminar, which let to work through the practical skills;

- Creation the atmosphere that promotes a respond to the negative emotions, derivation of encouragement, and realization of rehabilitation actions;



- Need of the started training of experts continuation.

During the round table discussions, the psychologists' interests for the further work were designated:

- Strategies and methods of the work on the psychological trauma of children, parents, and victims' relatives;
  - Specific character of the work with the psychological trauma of children, depending on the age differences;
    - Work with the children, who have become orphans (in consequence of the terrorist act), with children from the incomplete families;
    - Work with the children's fears;
    - The violence that children experienced, the ways of psycho-correction and rehabilitation;
    - The peculiarities of group work with children;
    - Rehabilitation programs for experts;
    - Psychological support for restraint, hyperactive, and aggressive children;
    - Children's neurotic reactions;
    - Psychologists' overwork, a "burning" syndrome;
    - Pedagogically neglected children;
    - Children's deviant behaviour;
    - Motivations to training the pupils;
    - Children's MR (mental retardation).

Thus, the psychologists' interests can be divided into two groups: connected with the emergency situation in the republic and connected with the work with children on the problems of development, training, and behaviour.

By inquiry of the administration of school # 3 of Beslan, there was a meeting with teachers and administration of the school in the form of group psychological consultation.

In the first part of the meeting, the teachers have got some idea of the psychological trauma of children in their situation, of the peculiarities of the course of posttraumatic disorders, depending on the age of the child and about the areas, in which they occur: emotional, cognitive, corporal, and behavioural.

Three basic groups of PTSD symptoms: repeated experience, avoidance, and excitability enhancement were explained and illustrated by the examples, taken from the consultation. The teachers became acquainted with the basic criteria of the time, when it is necessary for them to visit a psychologist and to direct the child or his parents to the expert-psychologists. The analysis was carried out and the recommendations were given to the teachers about the ways they could help the pupils, their

parents, and their relatives under the circumstances and in the future, what they can undertake and make after the stressful situation for themselves and for their family.

In the second part of the meeting, the answers to their questions were given, for example:

- How to overcome the fear of the following terrorist act?
  - How to conduct an explanatory work with parents and children to make them to attend the school?
    - How to interact with pupils at the lessons?
    - What may be said about the terrorist act, and what may not?
    - How to estimate their knowledge, what system to use?
    - What should be done, if the child starts to cry at the lesson, saying he is very much afraid?
      - What is to be done with the “minute of silence”, whether to perform this ritual of commemoration all forty days and at every lesson?
      - How to respond if the child starts to manipulate a situation?
      - How to establish relation with the child and how to teach him if it is the second trauma during a year (he had been in bank at the moment of robbery and in the school at the time of the terrorist act)?
      - How to talk to the child, who has many fears and was frightened by his parents in connection with the relative’s death?
        - How to provide safety at school?
        - How to talk to parents, who go into hysteric at the parents’ meeting?
        - What can be done for the children’s safety by the strength of parents and teachers?
- ...And many other questions.

South-Russian Regional Fund for Development of Tolerance and Preventive Measures of Extremism (Rostov-on-Don) has made the contract for establishing a representation office in RNO - Alania, on the basis of the Centre of psycho-pedagogical and medical-social support “Doverye” (Vladikavkaz) together with the Ministry of general and vocational education of RNO - Alania, in the person of the minister - A. A. Levitskaya; with the Vladikavkaz Department of Education, in the person of the head of the department - L.N. Belogurova; with the Centre of psycho-pedagogical and medical-social support “Doverye” (Vladikavkaz), in the person of the director of the centre - T.K. Avsaragova.

As evidenced by the foregoing, there is a plan of the further work, which can be carried out in the following directions:

- Rendering the practical help to the victims.

- Carrying out the continuous work with the children, parents, and families;
- Rendering aid to the children with especially severe disorders.
- Organization of courses of training and raising the level of psychologists' professional skill, teaching the methods and ways of work with the victims.
- Organization of rehabilitation actions for the experts, who had participated in Beslan events and had rendered assistance to the victims.
- Work with schoolteachers of Beslan and Vladikavkaz;
- Carrying out the group consultations on the organization of the educational process, taking into consideration the situation in the Republic;
- Carrying out the studies, directed on work with the personal traumatic experience.
- Carrying out a monitoring of the state of children, who have suffered the act of terrorism, for revealing the extent of posttraumatic disorders.

## **The problems of beslan in the view of psychology**

*The peculiarity of psychological problems of primary and secondary victims of the act of terrorism in Beslan consists in the combination of their individual psychological problems with destruction of interpersonal relations in the republic, including national, religious, family, and pedagogical relations with the named social institutes' sudden fall into disfavour, and in the pronounced national colour of changes, occurring in the republic.*

*The reasons for these phenomena lay in the obvious underestimation of the named circumstances, in the rarity of the befell calamity, and in the existent social situation in Beslan and Northern Osetia as a whole, by representatives of all branches of authority, bodies of law and order, education system, and public health services before, during, and after the act of terrorism; in existing derelictions at conducting investigation and its preliminary results coverage, in distribution of material aid to the victims; in obvious underestimation of the moral values, national, religious, and family traditions of the people with glorious history; in unsystematic, casual, and inconsequent character of the professional psychological help to the population.*

**Keywords:** *Peculiarity of psychological problems of the victims of the terrorist act in Beslan; the hardships, directly connected with the act of terrorism; the secondary symptoms, aggravated or provoked by Beslan calamity; destruction of self-estimations and food behaviour of victims; Stockholm syndrome; new psychological formations of victims of terrorist act; need for systematization of the professional psychological help in Beslan.*

Each of us, somehow or other, was affected by the calamity in Beslan. I worked closely with the victims of terrorist act three times. I was in Vladikavkaz and Beslan in the group of psychologists of the Center of Tolerance of SFR (South Federal Region) at RSU (Rostov State University) on the 4-6<sup>th</sup> of October 2004. And then, by invitation of All-Russian union of public associations "the Civil society - to the children of Russia" (the project curator is the chairman of the Human Rights Commission under the President of the Russian Federation, chairman of the Union – E.A. Pamphilova), in October 28 - November 1, I took part in the development of the rehabilitation program for the victims of the terrorist act. And from November 14 till December 5, in 2004, I carried out the

psychological rehabilitation of former hostages in the sanatorium "Rodnik" in Pyatigorsk. Now I communicate with the clients and colleagues in Beslan and Vladikavkaz.

The work in October: lectures to psychologists of secondary schools and the Centre of medical-psychological-pedagogical help "Doverye", which employees were in constant attendance near the palace of culture in Beslan and rendered medical care to children in the Republic children's hospital; analysis of the real cases from the listeners' practice; discussions of the contents of the notes left in Beslan school # 1 and publications about act of terrorism in Russian newspapers, including newspapers of Northern Osetia; group and individual consultations to the listeners on the questions about their professional, personal, and family problems, concerned with the Beslan events on the 1-3<sup>rd</sup> of September. I have left training appliances and articles about the topical issues of psychological help to psychologists of Vladikavkaz and Beslan as a methodical help.

Victims of the act of terrorism (22 children at the age of 2 - 18 and 11 adults), and also - 72 their relatives, friends and so on, underwent rehabilitation in Pyatigorsk. During the rehabilitation, patients have received full sanatorium-and-spa treatment and psychological help. Ten experts: five young social workers and psychologists from Vladikavkaz and five rather qualified experts from Stavropol, Rostov, and Krasnodar worked in the sanatorium.

I have worked directly with the following classes of clients: 1) children at the age of 7-17: sixteen of them - former hostages and nine children - relatives and friends of victims; 2) adults aged 23-72: seven of them - former hostages, including 3 teachers of the school # 1 and fifteen - relatives of hostages.

More than 60 % of hostages had physical traumas: mine-explosive, missile and bullet wounds, burns, brain concussions, etc. In 48 % of cases there were multitraumas.

There were two methods of work in the sanatorium: individual and group, including the family one. At the beginning and in the end of rehabilitation the psychodiagnostics were carried out; and during all the time, psychological consultation and correction strategic were used. In my group treatment took part from two - nine patients: two children groups of 5 and 4 persons, a group of school teachers, three married couples, and seven families, each of 2 - 7 persons.

The main psychological problems of the patients can be categorized into individual, family, and group problems and be conditionally divided into three groups: 1) problems, directly concerned with the act of terrorism; 2) secondary symptoms, aggravated or provoked by Beslan calamity; 3)

the problems, initiated or supported by significant mistakes in the organization of help to the victims, including their professional psychological rehabilitation.

In this article, I will briefly dwell only on first two groups of difficulties: 1) steady individual and group psychological problems of the victims of terrorist act, which fall into the PTSD (post-traumatic stressful disorder) set of symptoms, and 2) destruction symptoms of the system of mutual relations in Beslan and in the Republic.

*I will present those two PTSD-symptoms that, in my opinion, are not described in the special literature (destruction of self-estimation and food behaviour of victims); undoubtedly well-known, Stockholm symptom, to which, I assume, Beslan events have added some description, as well as fixed in the victims well-known psychological formation / Bassin F.V., Rozhnov V.E., Rozhnova M.A., 1979; Vasiljuk F.E., 1990; B. Kolodzin, 1992; M.Sh. Magomed-Eminov, 1998; I.V. Solovjev, 2000; N.V.Tarabrina, 2001; N.V.Tarabrina, H.O.Lazebnaya, 1992; A.I.Taschjova, 1992, 2001; H.M.Cherepanova, 1995, 1996 and others /.*

*Destruction of children and adults' self-estimation.* Overwhelming majority of the primary victims of the terrorist act (in fact, hostages) show the inadequately low self-estimation and the secondary victims (relatives and friends of the hostages) - show greatly underestimated or overestimated self-estimation.

Up to 81,2 % of all respondents ascertain essential self-estimation dynamics, directly connecting it with the events in September. Thus, according to retrospective reports of clients, whose self-estimation had obvious dynamics as a result of the terrorist act, 90,2 % of adults and 100 % of children from among the primary victims, had *negative transformation of self-estimation*; parameters of secondary victims self-estimation were a little bit different: 96,4 % of adults and 77,3 % of children. And, correspondingly, only one adult hostage showed *positive transformation of self-estimation*; relatives and closest friends of hostages showed - 3,6 % (adults) and 22,7 % (children).

*Considerable abnormalities in food behaviour of primary and secondary victims of the terrorist act.* Even in 1,5 months after the act of terrorism, people refused to eat traditional for ossetians meat dishes that had been their favourite, especially roasted and smoked meat, because of “the smell of smoked human bodies, coming from the dish”; people refused flatly any puree of any kind (mashed potatoes, apple sauce, etc), as those dishes resembled in appearance “the mortal remains of killed people, smeared on the ceiling, walls, and floor”, which many of the saved victims had to step on, “obeying the terrorists, and then the soldiers of storm-

troops, or of their own free will, understanding that otherwise they would not be able to get out of that hell”.

Overwhelming majority of victims felt better, calmly, and more comfortable having an accessible source of water beside them. Many children and adults began to drink water in an unusually large quantity, having, for example, during the night up to 1-3 litres of water; while the physiological parameters of the internal environment of their organisms had not be changed. Many mothers in Beslan still give their children not a habitual cup of water, but certainly a bottle of one - one and a half litre of water at the first request. “Food and water motives” even today are typical subjects of disturbed, unhealthy dreams, figures, thoughts, and “flourishing”, polymorphous fears of victims and their vivid recollections.

During the act of terrorism, 87,3 % of the interrogated adults, who were outside the school, denied themselves the right to eat and 22,7 % - refused to drink: “will eat-drink together with my son-daughter” ...

*Stockholm and other symptoms, as the consequences of the violent detainment.* 54,5 % of adult hostages and 18,2 % of children showed the signs of Stockholm syndrome. These people, describing nightmares of fifty-two-hours capture in school and their heartache experiences precisely enough, noted that they had expected the terrorists to be even more aggressive. As it turned out, 86,7 % of these rehabilitated patients before and after the events in school had repeatedly suffered various kinds of violence: 6 patients - physically, 2 patients - sexually, 10 - psychologically and 4 patients - economically. Forms of violence were usually combined.

Eight children and five adults recalled examples of “human” treatment of the terrorists: “He told us to wet the underclothes and then suck it to get the water”; “led the elderly women out of the gymnasium for a night to the other room, where those women could lie down on floor, stretching their legs for the first time in two days”; “threw a chocolate”. One child said, that the terrorist had rescued him during the storm, ordering to hide behind the dead bodies and covering the child with his jacket.

*From the new diagnosed psychological formations of the victims of the terrorist act,* I will mention only the most typical ones, which essence can be formulated metaphorically in the following way:

“I was there, and you (they) were not, hence, you will not understand me and you have no right to judge me” ...

“The government must compensate” ...

“Freedom restrain syndrome”.

“Survival fault”.

“They all (Chechenians, Ingushians, Osetians, Russian) do not deserve a single kind word” ...

“Always keep your guard up”.

“What can I do to get rid of these painful recollections?”

Some patients were angry with themselves (“I should have acted differently then!”), others were angry with the other people (“Where all of them have been?” and “Where are they now, when I feel so bad?”).

Destructive self-perception in the conditions of violent detainment and after it: *in variants of defective state of mind* (“I was and I am useless, weak, apprehensive, worthless, etc.”...) or *omnipotence* (obvious overestimation of one’s own real opportunities in traumatic circumstances).

“I am afraid, that the whole story can repeat” ...

And, finally, about *the secondary symptoms, aggravated or provoked by Beslan calamity*. Till September 2004, these problems were pressing only for the certain groups of citizens and some of them seemed to be impossible.

Most typical of these symptoms are the following: *public nihilism of teenagers of senior and middle age and young men in their attitude to some national traditions in relations with outside people; fragrant and unconcealed disregard of children from the age of seven toward their parents, siblings, and other relatives; unprecedented loss of prestige by authorities of the Republic of Northern Osetia, prestige of the power structures, public health services, education system, and school teachers of the Republic.*

For example, young men and teenagers *began to ignore in a pointed manner the traditions of obligatory, pronouncedly respectful attitude toward the elder people, including males*: a teenager keeps on sitting, does not stand up, when an adult man addresses him; sprawls about at the festive table, when a man proposes a toast and all the other men stand respectfully out of regard for the speaker; and what is more, teenagers openly use bad language in the presence of old people, etc.

*Elder ossetians see in especially tragic light the children’s behaviour that breaks unshakable formerly traditions of family relations*. Till the first of September 2004, the relationship in many patriarchal ossetian families (and there is a majority of such families in the Republic) were formed in conformity with the strict traditions of sexual-role and generational behaviour, according to seniority of children.

So, the younger child in ossetian family is the favourite one, who remains the object of the every support from all the members of the big family for hundred years, to his dying day. But it is him, who is always obliged to look after all seniors in the house and unconditionally accept orders of any member of family (even those only several months elder than him), according to the fact of being last born in the family. Only two events



could help the youngest child to escape such a fate: birth of one more child or appearance of daughter-in-law in the family, whose status in the given family is a priori minimal. And the age of daughter-in-law is of no importance. Even the youngest child could give her an errand as soon as he is capable to do it.

After September events, children-hostages, and after them the other children of Beslan, try to occupy independently the inviolable seat of father at the table; actively refuse to perform their habitual household chores; openly ignore the errands of their parents, elder brothers and sisters, and other relatives. Children admit, that they more often say rude things, lie to their parents and elder siblings. Some of them, for the first time in their life, felt the need for raising a loud objection against father and, moreover, regardless of traditions, including the traditions of physical punishments, they began to stand upon their own interests, interests of brothers, sisters, and mother to their father.

According to our observations, the given symptom intensity is directly determined by the age of children, their personal characteristics, presence or absence of physical trauma during the act of terrorism, the heaviness of the wound, as well as the child's behaviour in the situation of capture, after liberation and so on.

In my opinion, the *originality of psychological problems of the victims of terrorist act* in Beslan is in the combination of their individual psychological problems with the destruction of traditional system of interpersonal relations in the Republic, including national, religious, family, and pedagogical relations and with the named social institutes' sudden fall into disfavour in the pronounced national colour of changes occurring in the republic.

The situation, certainly, becomes more complicated because of cynicism and blasphemy of the organizers and executors of the terrorist act; a great death-roll (330 people, and among them 186 children) and great amount of victims (1343 people); the feebleness of always really loving and caring parents and teachers, realized by children; weakness of adults and the country as a whole.

If the situation will not change fundamentally in the near future, the further events in Beslan and the Republic can develop in the following way: growth of the number of suicides and bodily diseases; chronification of physical and psychological symptoms; fits of active, uncontrollable aggression towards the government at all levels, the representatives of separate nationalities, mass media, teachers, parents of the survived children, etc.

In a word, we have to ascertain that the terrorists achieved their

object - have generated conditions for obliterating the osetians as the nation and have created additional conditions for the situation destabilization not only in Northern Caucasus, but also, in some way, in the whole country.

With the described above and all other social and psychological problems should work the representatives of power structures, education system, and public health services of Northern Osetia and all Russia, professional psychologists, teachers (including teachers-hostages), social anthropologists, journalists, art workers, and parents.

The principles and tasks of the work of local and visiting psychologists of Beslan, the class of their clients, optimum procedures and methods of work should be “inventorized” and determined responsibly and skilfully. Dynamics of psychological health of people, first of all, the primary and the secondary victims of the terrorist act should be fairly tracked; psychologists and other experts in the city should agree about cooperation.

The need for systematization, unification of efforts of various experts grows in accordance with the forthcoming N. Kulajev’s trial; the typical stage of strengthening of posttraumatic symptomatology (6-9 months) and need for serious, system, including psychological, preparation of the Republic and experts for the 1st September of 2005.

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