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Address of the Publisher:

Nagibin Av., 13, of. 243,
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Tel. (863) 243–15-17; fax 243–08-05
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Tel./fax (495) 283–55-30
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OUR AUTHORS

Abakumova Irina Vladimirovna

Corresponding Member of the RAS RAE, Head of the Department of General Psychology and Developmental Psychology of the Southern Federal University, Professor, Doctor of Psychological Science
Office address: Nagibin Av., 13, of. 217, Rostov-on-Don, 344038
Office phone: +7 (863) 243-07-11
E-mail: general@psyf.rsu.ru

Savchenko Anna Borisovna

Teacher of the Southern Russian Institute-Branch of the Russian Academy of National Economy and Public Service at the President of the Russian Federation
Office address: Pushkinskaya St., 70, Rostov-on-Don, 344007
Office phone: +7 (863) 269-62-27
E-mail: anna_bk@mail.ru

Fomenko Vladimir Trofimovich

Head of the Department of Pedagogics and Pedagogical Psychology of the Southern Federal University, Professor, Doctor of Pedagogical Science
Office address: Nagibin Av., 13, of. 227, Rostov-on-Don, 344038
Office phone: +7 (863) 230-32-57
E-mail: fomvt@sfedu.ru

Popova Larissa Vladimirovna

Teacher of the Department of Social Psychology of the Psychology Faculty of the Southern Federal University
Office address: Nagibin Av., 13, of. 243, Rostov-on-Don, 344038
Office phone: +7 (863) 243-15-17
E-mail: chlvsf@sfedu.ru

Dikaya Lyudmila Aleksandrovna

Associate Professor of the Department of Psychophysiology and Clinical Psychology of the Faculty of Psychology of the Southern Federal University, Candidate of Psychological Science
Office address: Nagibin Av., 13, of. 236, Rostov-on-Don, 344038
Office phone: +7 (863) 230-32-37
E-mail: dikayapsy@aaanet.ru

Schukina Maria Alekseevna

Associate Professor of the Department of General and Differential Psychology of the St. Petersburg State Institute of Psychology and Social Work, Candidate of Psychological Science
Office address: Vasilyevsky Island, 12th line, 13 A, St. Petersburg, 199178
Office phone: +7 (812) 321-96-16
E-mail: corr5@mail.ru



Belokon Irina Aleksandrovna

Teacher of the Institute of Psychology, Management and Business of the Southern Federal University

Office address: Nagibin Av., 13, of. 218a, Rostov-on-Don, 344038

Office phone: +7 (863) 221–10–23

E-mail: ibelokon@mail.ru

Gurov Sergey Viktorovich

Senior Teacher of the Psychology Department of the Novorossiysk branch of the Moscow Humanitarian and Economic Institute

Office address: Kommunisticheskaya St., 36, Novorossiysk, 353900

Office phone: +7 (8617) 64–48–13 ask the psychology department in addition (mini commutator)

E-mail: gurovsv@nightmail.ru (и вставь его в русс. вариант, пож-та)

Chernysheva Elena Stanislavovna

Teacher of the “Scientific and Technical Translation and Professional Communication” Department of the Don State Technical University, Deputy Chief of the Department of International Educational Programs

Office address: Gagarin Square, 1, Rostov-on-Don, 344000

Office phone: +7 (863) 273–87–44

E-mail: veritas11@mail.ru

Kryzhevskaya Natalia Nikolaevna

Teacher of the Department of General Legal Disciplines of the Stavropol Branch of the Krasnodar University of the Interior Ministry of the Russian Federation

Office address: Kulakov Av., 1, Stavropol, 355000

Office phone: +7 (8652) 39–23–46

E-mail: Kryzhevskiy022@rambler.ru



V CONGRESS OF THE RUSSIAN PSYCHOLOGICAL SOCIETY

Asmolov A.G.

Psychology crises in the network century (speech at the RPS V congress)

My dear colleagues!

I'm looking at our hall and think that such destiny and time coincidences happen only to us, psychologists. I tell this suffering from egocentrism. Only people in love with psychology could gather for the congress on the St. Valentine's Day (applause).

In this situation I would like to express some theories and have named the speech "Psychology crises in the network century".

Every time when we speak about our science we should precisely understand that varying names of the time we live in set the logic and status of psychology in culture anyway. How is our century called? It is called differently. Some call it an information epoch, the others call it an epoch of communications, but more often we hear voices, such as the voices of sociologists Bauman or Giddens who name our modernity "the fluid modernity" or name our world "the escaping world" and even more often we hear the name of our century which appeared only two years ago – they name our century "the network century". I pay attention to this definition. All these names say that the world round us has changed in the most serious way. But what is the driving force of many changes? Not because as psychologists we, masters of the profession, want to put all caps on ourselves ...

I remember the words of the researcher of genius Vladimir I. Vernadsky. He told that there comes a special era, and he named this era "the psychozoic era". We all live in the psychozoic era. When Vernadsky said that we live in the psychozoic era, he thereby emphasized that the noosphere surrounding us, the semiosphere anyway reflect a life psychologization.

In the history of science the term "psychologization" has various shades and there is an ambivalent relation to it, but at the same time we should precisely understand that today there is a life psychologization, and in this situation of life psychologization we should see a number of things which are risks of this psychologization in our society which also is call "a risk society". I want to imagine a situation that here right now on the stage there appear two persons and they try to continue the dispute on the following: how does psychology develop?

In the 70th Aleksey N. Leontiev has suggested a metaphor that psychology should develop in the trunk, and it will ensure the unity and firmness of psychological science.



The other remarkable researcher Boris F. Lomov has said that psychology should develop in the branch, and then there was this discussion.

Looking at the today's congress, and looking at the today's development of our science and at the program of our congress, I would say that Lomov's metaphor is more correct today. Today is the congress of "branch" psychologists. Psychology began to develop in the branch; it began to lose its tree.

Actually we should precisely understand that such development is normal, and the polarities in the branch or in the trunk, these metaphors, explain different moments. It is either science integration, or its differentiation – this is one of lines.

The second line is connected with the "branch and trunk" metaphor – it is either a science universalization, or its narrow specialization.

And, at last, the third line connected with this is an attempt of creation of manistic pictures of the world or pluralistic pictures of the world.

As a matter of fact, these are normal tendencies of the science development of the XXI century. If you look at what occurs in genetics today, what occurs in physics today, you'll remember a situation which was at our knowledge of history at the beginning of the XX century when they said that anyway there is no place to generalizing theories, there is no place to synthetic concepts any more. At the same time, I want precisely to emphasize the following: in due time Pual Kare said that physics has no future, and it was the time when after a while there appeared Einstein's physics and Newton's physics. In this regard, being a historical optimist, I consider that at the branch development of psychology which consequence consists in several crises, about which I'll speak, there should come the time of synthetic approaches in psychology, not contradicting the branch approach. In this regard, notice that today, discussing the science development, many people say: "but there is no synthesis", but at the same time there appear books with vivid titles, as Romakh Re's book entitled "Pavlov's dogs and Schrödinger's cat". This single title combining the world of Pavlov's researches and the world of the great physicist Schrödinger shows the whole complexity of the situation. And in this situation I look at works of Vygotsky and Byuller in 1926–27 with envy. In the 1926th as you remember Lev S. Vygotsky wrote the work "A historical sense of psychological crisis" and in the 1927th there appeared Byuller's book "Psychology crisis". Dear colleagues, then they said that there is no single psychology, suffering without manism, but there are many psychologies, there is no integrated psychology.

And for the first time I want to say that today we have not a psychology crisis, but today we have crises of different psychologies. And these crises are shown in the next moments. The first is a crisis of scientific schools. This crisis of schools of sciences is not only in psychology, but it is also in many other sciences. At the same time a consequence of the crisis of schools is the following. Scientific schools set examples of culture, schools of sciences set cultural paradigms which are to be followed and guided. As Mandelstam told they expressed tastes and styles of thinking. At the crisis of scientific schools, whether it is psychoanalysis school, school of cultural and historical psychology, school of cognitive psychology, we face that if we do not reflex crises of these



schools, we start to enter into practicism and narrow subjects, and there appears the tower of Babel effect. Psychologists, gathering at a congress in different audiences appear speaking different languages, often without hearing and understanding each other. And the crisis of scientific schools is one of such phenomena. In modern reality a consequence of the crisis of scientific schools is emergence of copying psychologies, "a back effect", we always find someone who we name a supergiant of today, we try to run behind him and as the great Chelpanov has once named such psychology a private associate-professor's psychology, a psychology of copying of samples. Don't get me wrong, copying and reproduction are good things but when we copy, reproduce, without estimating that enormous phenomenon of cultural paradigms which have gave our schools, sensu stricto we appear lost and we do not see the future, being shocked not by the future as Alvin Toffler, but by the present and turn into the private associate-professor's, copying, imitating psychology. This risk is the present day, and I want us to hear this risk. The second risk is when I say that today there is not the psychology crisis, but the crises of psychology – we face that as a matter of fact if further psychology goes and develops only in the brunch, instead of in the trunk, there will appear one more crisis – the crisis of professional identity of psychologists when in fact psychologists will lose their "I", will lose their understanding as a representative of the psychological science and will lose the navigation where to move in the today's reality and in the today's world. This sort of crisis, the professional identity crisis is the most serious risk which we face and which is, alas, our serious reality for today. The professional identity crisis is connected with one more crisis, namely – the crisis of professional development of psychologists. I draw a special attention to this. Even the school we criticize for a naked verbalism, that there are only verbal modes of work. At the same time in the higher education, and including the psychological education, this verbalism prevails and we are verbalism captives. There is a paradox: if today there is a psychologization of school education, and on September 1st, according to the new standards based on a culture-activity psychological paradigm, there enter the school hundreds and hundreds of thousands of the first formers, where the standards are under construction according to a system-activity approach, in our psychology at training of psychologists, though we speak about workshops, about practices, but all the same verbal methods prevail. And in this regard let's think about ways and matrixes of creation of that we really, speaking about practical things understood, how there should change the reality in this process. Today more than ever, speaking about these things, we should precisely understand what happens to us through methodological optics, optics of post-nonclassical and nonclassical rationality. I will give you only three examples; these examples are the following. Nesbor is right saying: "the observer and the observed are two inseparable things", and in this sense, depending on who we postulate and project as an object of our researches, there appears a corresponding psychology. When we do the psychology of the patient, there appears the clinical psychology and clinical practice. This is a separate psychology and not casually we have distinguished the specialty "Clinical psychology" as the separate. When we



postulate and project the psychology of the examinee, the psychology of experimental culture, cognitive psychology, psychophysics and other unique major directions continue to develop independently from anything. And, at last, when we project the psychology of the client, there develop the psychotechnical, human engineering and ergonomic directions of psychology. It turned out that these realities of psychology are connected with different subjects of the analysis: both the client, and the patient. And today the psychologies connected with examinees remain the ruptured worlds and there are their own practices. They have accumulated a unique, brilliant experience, but it is to be reflected and understood precisely by us when we think of psychology and the future of its development.

Dear colleagues! When it all comes down, not once the interdisciplinarian idea of the psychological science has already been heard today and this is a polydisciplinarian idea when we find contacts with the cultural anthropology when the cognitive science becomes reality, to say that at all our crises we have great prospects, and, speaking about these crises, there is only one thing I want ... My dear colleagues, I want us, as a society of psychologists, to have a collective, council reason and that there will be a collective reflection, and we won't be lone persons or wolves, who don't know how to go and everyone sings own songs, as Akela on the council rock, that we won't turn into the psychology of lone persons. And speaking about this, I want to say that today psychology is ever more responding to the time ideals, and ideals act as searchlights, illuminating a number of psychology directions. Today we have not casually begun with safety problems, and, along with justice ideals, equality ideals in the public axiological consciousness, the ideal of safety has become one of ideals of the risk society. And the unique directions connected with a perspective of safety ("Safety psychology" is a confirmation of this). Along with a safety ideal we have new directions of psychology, for example, the psychology (I'm speaking about this and I am internally joyful somehow) of optimum happiness and there appears the positive psychology. With the freedom ideal there has always been and will be associated the identity and personality psychology; development of the psychology of identity and personality psychology – there is a freedom ideal. Communication of psychology, its directions with different ideals this is what is extremely important for us to understand. And at last, it is also extremely important to understand and that today⁶ in deficiency of value orientations and guidelines, as Bogdanov, great tectologue, in due time has said it is psychology that can function as an ideology of our science and society. Psychology sets varying ideological matrixes: so it was, so it is and so it will be. And it is especially urgent when happens in the psychozoic era.

Dear colleagues! When I say that today there play and argue paradigms of constructivism, paradigms of cognitivism, culture-activity paradigms when these directions go and when we have unique researches and unique approaches, at the same time, according to Klaparedo's law, more and more I want us to realize those difficulties which we face, and at the same time today, here and now, in our audience I say that here and now I'm addressing to you and I'm saying this, speaking about crises, but I'm



saying this as a happy person, for the happy person is the one who had teachers who changed his scale of vision for life. And when not at once I say that I enter into a conversation, whatever I do, with my teachers and I hear their voices, my colleagues-psychiatrists may think that I have a special condition. But I really hear voices of my favourite teachers: Aleksey N. Leontiev, Alexander R. Luriya, Daniil B. Elkonin, I hear voices of great psychologists, such as Lomov, Vekker, Ananiev who have set culture matrixes. And our congress should remember these matrixes and understand that psychology should develop, as Vladimir A. Wagner, founder of biopsychology, has said, not along the straight lines, but along the mixed lines of development. And hence there is the future of ideology; it is the future of our ideology between different schools.

There are good old lines that one may arrange a celebration in honour of the madman who will lull mankind to sleep in a dream of gold. I don't know, whether we will be these madmen, but the time of calms has passed and psychology as a professional manufactory won't survive, but live, if we realize, dream and really will become whoever we are: psychogeneticists, psychologists of law, psychologists of sports, acmeologists, I'm not hesitating to say this word. Whatever happens we will become and always remain that our teachers gave birth to us, we will become psychologists. And consequently the future is ours and consequently we should remember:

Still not easily
Our century tests us,
You may walk into the square,
You dare to walk into the square,
You may walk into the square
In that appointed hour.
Where there stand on a square
Regiments being spread
From Synod to Senate
As four lines.

On this St. Valentine's Day I wish you strength and to multiply ideas and schools and other deeds.



Dikaya L.A., Popova L.V .

The day of the enamoured of psychology (about work of the RPS V congress)

In the article there is presented a brief review of the work of the V Congress of the Russian psychological society: participants, plenary session, work of sections and press conferences.

Key words: *Russian psychological society, congress.*

The V Congress of the Russian psychological society (RPS) has been held in Moscow on February, 14–18, 2012. 1100 psychologists of 57 regions of Russia, from Kaliningrad to Khabarovsk, have taken part in the congress work. The RPS congress is spent quadrennially. The V congress has picked up the baton from the IV congress which has been organized by the faculty of psychology of the SFU and worked in Rostov-on-Don on September, 2007.

The inexorable acceleration in the life rate, the prompt development of informational and communication technologies, uncertainty growth, strengthening of migratory streams and world mixture in a cultural, ethnic and social aspect, increase in a number of industrial accidents, terrorism and emergency situations place a challenge before psychologists; these new scientific and practical problems are determined by the present stage of society development. These are the circumstances that dictate key directions of the congress work.

“The RPS has made an invaluable contribution to the native scientific thought development, knowledge popularization, training of highly skilled specialists over the last decades ...” – the Chairman of the Government of the Russian Federation, Putin V.V., has emphasized in his welcoming speech at the V congress of the Russian psychological society.

The participants of the V congress of the RPS were congratulated and greeted by Deputy Minister of Communications and Mass Media of the Russian Federation A.A. Zharov, Chairman of the State Duma of the Federal Assembly of Russia S.E. Naryshkin, Minister of Education and Science A.A. Fursenko, President of the Russian Academy of Sciences Y.S. Osipov, President of the All-Russian public organization “The nation health league”, Director of the A.N. Bakulev Scientific Centre of Cardiovascular Surgery, Academician of the Russian Academy of Sciences and Russian Academy of Medical Science L.A. Bokeriya, and also a number of political and public figures, both Russian (Chairman of the Moscow Municipal Duma V. M. Platonov; Vice President of the Russian psychological society, Vice President of the Russian Academy of Sciences, Academician of the Russian Academy of Education D.I. Feldstein; Vice President of the Russian Academy of Sciences, Academician of the Russian Academy of Sciences A.D. Nekipelov; Evgeny – Archbishop Vereisky, Chairman of the Educational Committee of the Russian Orthodox Church, Rector of the Moscow Ecclesiastical Academy and



Seminary; President of the Kazakh association of psychologists S.M. Dzhakupov; Academician of the Russian Academy of Education A.A. Bodalev), and international (Professor Hatoyama Kiitiro of the University of Tokyo; Professor Robert A. Roe, President of the European Federation of Psychology Associations; John Berry, Member of the Presidium of the Canadian Psychological Association; Professor Ives Chloe, Dean of the Faculty of Labor Psychology of the National Conservatory of Arts and Crafts (Paris); Jean-Paul Broca, Dean of the Faculty of Psychology and Pedagogics of the Geneva University; Professor Sharon Horn and Professor Sharon Lamb, Dean of the Faculty of Consulting and School Psychology of the Massachusetts University (Boston) and many others).

At the RPS congress opening Shoigu S.K. – Minister of the Russian Federation for Affairs for Civil Defense, Emergencies and Elimination of Consequences of Natural Disasters – has noted the importance of the work of psychologists not only in extreme, emergency situations, but also in a common everyday life of people.

In his lecture the Chairman of the congress Organizing committee, the RPS President, Dean of the Faculty of Psychology of the Moscow State University, Corresponding Member of the Russian Academy of Education Zinchenko Y.P. has noted the professional psychological community achievements, has designated the existing problems, has planned the perspective problems and basic conditions of the RPS successful activity in the modern dynamic world in an epoch of crises. “We have to do our best to form the qualified state request for effective use of psychological knowledge and technologies. We are faced with a great work on psychology inclusion into social practices with a view to form a civil society”, – Y.P. Zinchenko has especially underlined.

Psychologists of the South of Russia – representatives of the Southern Federal, Kuban State, Stavropol State universities and other establishments – have made a valuable contribution to the congress work. They are representatives of the Organizing committee of the congress, heads of directions, symposiums, round tables. So, the Rostov regional branch of the RPS was presented by 30 its participants at the congress – employees of the faculty of psychology of the Southern Federal University. The Chairman of the RPS Rostov branch, the RPS Vice President, Dean of the Faculty of Psychology of the Southern Federal University, Professor, Academician of the Russian Academy of Education Ermakov P.N. has headed the delegation. As the Vice President of the RPS he was Chairman of the congress organizational meeting. The special interest of the participants was caused by the lecture “Is there the historical psychology anymore?” of Professor V .A. Shkuratov, Faculty of Psychology of the SFU. The lecture was given at the meeting of the Moscow general psychological seminar. V .A. Shkuratov is a prominent leader in the historical psychology field which is defined by him as “studying of a psychological constitution of certain historical epochs, and also the person’s mentality and personality changes in the history”.

The scientific program of the congress had a wide-ranging character and included symposiums, round tables, master classes united in 40 directions among which there



were "The psychology of personality and individuality", "The psychology of intelligence, creativity and giftedness", "The psychology of health and clinical psychology", "Education psychology. New standards of psychological education", "Social psychology", "Ethnic and cultural psychology". At the meetings of the congress directions, such as "Juridical psychology and psychology of law-enforcement activity", "Psychophysiology", "Communication psychology", "Organizational psychology", "Psychogenetics", "The psychology of a modern family", there have been made reports on the numerous discoveries which have received wide practical application. The great interest of the congress participants was caused by the lectures delivered at rather recently formed directions of the scientific forum: "The psychology of the modern megalopolis", "Military psychology. Extreme psychology", "Economic psychology. Business psychology. Advertising psychology", "Psychology and religion", "The methodology of interdisciplinary knowledge of the network century".

The congress scientific materials are published in three large volumes.

The congress delegates have elected the RPS governing bodies. Y.P. Zinchenko was elected President of the RPS; L.A. Tsvetkova is the First Vice President; A.G. Asmolov, P.N. Ermakov, A.L. Zhuravlev, V.V. Rubtsov, N.I. Leonov, N. N. Nechaev, Y.S. Shoigu are Vice Presidents.

In the congress opening day the exhibition of professional achievements "Psychologists for Russia" started its work in the club of the Main building of the Moscow State University at Vorobyovy Gory; there were presented new scientific, theoretical and practical psychological journals, published monographs, electronic textbooks, psychodiagnostic and psychocorrectional technologies and other advanced achievements of the leading psychological centers of Russia.

On February 15, 2012, in connection with holding of the V Congress of the Russian psychological society in Moscow, in the RIA "News" press center there took place a press conference "The person in the risk society: alternatives and development scenarios". How does the modern scientific and practical psychology solve problems? Is there a loss of a humanistic component of the modern psychology connected with the necessity to react instantly to society requests? Who studies soul today, and is it demanded in a modern science? Does an extreme time demand an extreme person? Should psychology undertake not only research, but also political tasks? How does a risk space transform the person, culture and religion? What are psychological features of a digital generation of Russia? What is the role of the psychologist in the development of a new school and modern standards of education? Whether tolerance may be an instrument of counteraction against xenophobia? The leading psychologists of Russia heading the Russian psychological society have answered these and other questions. Among these psychologists there were Academician of the Russian Academy of Education, Vice President of the RPS, Head of the Personality Psychology Department of the Faculty of Psychology of the Moscow State University Asmolov A.G.; Academician of the Russian Academy of Education, Dean of the Faculty of Psychology of the Tomsk State University Galazhinsky E.V. ; Academician of the Russian Academy



of Education, Vice President of the RPS, Dean of the Faculty of Psychology of the Southern Federal University Ermakov P.N.; Corresponding Member of the Russian Academy of Education, President of the RPS, Dean of the Faculty of Psychology of the Moscow State University Zinchenko Y.P.; Academician of the Russian Academy of Education, Rector of the MSPPU, Director of the Psychological Institute of the Russian Academy of Education Rubtsov V.V.; Doctor of Psychology, First Vice-President of the Russian Academy of Education, Pro-Rector of the St.Petersburg State University Tsvetkova L.A.; Candidate of Psychology, Director of the Center for Emergency Psychological Help of the Russian Ministry of Emergency Situations, Shoigu Y.S.

The leading psychologists of the country shared their impressions after the congress [2].

President of the Russian psychological society, Dean of the Faculty of Psychology of the Moscow State University Yuri Zinchenko:

– One of the congress main events is development and approval of a new edition of the Ethical code and a psychologist's oath. In this oath there is the following line: "To be always ready to render a psychological support". It is similar to a Hippocratic Oath.

A psychologist's oath, as well as an oath of doctors, will approach to the degree of ethicality that is accepted in the professional community. We have also fixed some kind of a social contract between the psychologist and his charge, have made the uniform register of practicing psychologists. Now the person in need for the expert's help will be secured against any quack and half-educated persons who write in advertisements: "The skilled psychologist will charm ...". The charming should exist separately from us, the register is the corporate responsibility for professionalism and qualification of those psychologists who entering it ...

Vice President of the Russian psychological society, the Head of the Personality Psychology Department of the Faculty of Psychology of the Moscow State University Alexander Asmolov:

– During pre-election time we see a lot of various manipulations with special clearness. Zhirinovskiy and other "Patriots of Russia" continue to play their xenophobic patience but when they appeal to instincts instead of reason somehow it doesn't lead to questions. When an ethnophobic card is played by politicians of a liberal circle it is extremely painful. The only thing is to hope they know not what they do. In such a situation the presentation of a book "Tolerance as a factor of counteraction to xenophobia: xenophobia risk management in the risk society" became one of the main events of the congress for me. In this book for the first time is stated and presented the system historical and evolutionary view of tolerance as a norm of the variety support. The more variability is, the more steady the system of situations of different crises and risks is. And one of tolerance senses is stability in an uncertainty or pressure situation. This is the right of a different person to be different. We know that humanphobia starts with the phrase "No one is irreplaceable". We live in the network century in the risk society. On the agenda tolerance is the only possible ideology for the country ...



Director of the Institute of Sociology of Education of the Russian Academy of Education, Academician, Doctor of Psychology Vladimir Sobkin:

– I was pleased by a great number of the reports made by our young colleagues. Speech at a professional congress is always a baptism of fire. And also I would note that our regional colleagues are enormously interested in the congress: people don't get any money for these preparation, many have a catastrophic lack of time, nevertheless everything was made with a huge inspiration.

Deputy Dean of the Psychological Faculty of the Moscow State University Olga Karabanova:

– At the congress I represented the family psychology direction. There were two round tables: the first – on a problem of professional activity and education of the family psychologist, the second – on the essence of the subject “Children and a risk family”. It is known that today the family passes through a crisis in connection with a woman's place change, there has appeared “a two-career family” term when both parents regard values of self-realization as of paramount importance, and children appear on a background ... But unlike many sociologists who see a crash of a family institute as such, I believe that there is a certain natural change. It should be; life changes. But there is a number of problems; first of all these are relations of children and parents.

Despite scientific disputes and discussions necessary for development of any science, the work of the V congress, which opening concurred with St. Valentine's Day, took place in a warm and benevolent atmosphere of the professionals enamoured of psychology.

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The round table “The person in the society of risks”

A.G. Asmolov

Today we have the round table “The Person in the Society of Risks”. This round table is due to the fact that the fifth psychological congress was started yesterday, on February 14, on St. Valentine’s Day. It brought together psychologists from all regions of the country, from Kamchatka to the European borders of Russia. More than 2000 psychologists discuss prospects of the psychological science and psychological practice in the main building of the Moscow State University. This sort of discussion is always connected with a problem of a peculiar and difficult relation to such problems as psychology and psychological practice in our society. What is psychology today? Can psychology construct the reality? Why do many politicians address with questions to the psychologist? A few years ago one of politicians, who aspired to the post of the president of Russia, addressed to me with a question which is still in my mind. He said, “Tell me, please, can you make me charismatic in imitation of a leader?” I pay attention to this question though he told not only about this problem. I say that psychologists are faced the most different expectations of our culture, our society. And psychology is everywhere today. Literally psychology starts with a person’s birth – the psychology of preschool age. Today there is a unique direction when one of the major ideals starts to prevail in culture; it is a safety ideal. The psychology of safety as one of the most serious directions, and also developmental psychology, psychology of tolerance, the psychology of a person’s behavior in a risk situation, more than ever all these directions become important today. Another of these directions is named laconically and capaciously; it is the Internet psychology. What is behind it? Behind it there is the fact that the worlds and realities around have been multiplied. In fact we started to see several worlds as a reality and sometimes many fantasts have never even dreamed of that. Differently:

- 1) the status of psychology in society has changed today; psychology became different; it became requested, and sometimes even excessively requested;
- 2) psychology became a mass profession today.

We face advantages of this situation and risks of this situation. We became extras and I wonder whether we will lose the main thing. Whatever school a psychologist follows (and there is no psychologist without it): the school of psychoanalysis, the great Freud’s school, the school of L.S. Vygotsky, the school of remarkable psychologists of Petersburg B. G. Ananiev etc., the main thing for a psychologist is to be the professional. And I lay a unique emphasis on the word “the professional”. Today there are those who define further ways of psychology development. And I present them to you with pleasure, though you have all names written, but sometimes, by the law of psychology, it is better to hear a name and the way one it pronounces. Near me there is the President of the Russian society of psychologists, Dean of the Faculty of Psychology of the Moscow State University, Corresponding Member of the Russian Academy



of Education Yury Zinchenko. If you excuse me, I will present them in our usual entertainment talk by names. I go further! Near me there is the First Vice President of the Russian society, one of heads of the St. Petersburg University, Pro-Rector of the St. Petersburg University, known expert in the field of psychology Larissa Tsvetkova. And then, by the laws of a gentleman genre, near Yury Zinchenko there is Yury Shoigu who deals with the psychology of safety in the Ministry of Emergency Situations. It is one of the most difficult and inconceivably demanded kinds of activity and I say it with a difficult shade. Further there is Vitaly Rubtsov, Academician of the Russian Academy of Education, Director of the Psychological Institute of the Russian Academy of Education, Rector of the Moscow psychological-pedagogical university, one of representatives of L.S. Vygotsky's school. Further... there is Edward Golozhinsky, Academician of the Russian Academy of Education, Dean of the Faculty of Psychology of the Tomsk University. I would remind you that Tomsk is the city of universities where every fourth person is a student, and there Edward Golozhinsky develops and conducts the direction of our Siberian colleagues in the field of psychology. But since I have told about Siberia, I jump from Siberia to the south, before me there is our colleague, Dean of the Southern Federal University, Academician of the Russian Academy of Education, master in the field of tolerance and at the same time in karate, Pavel Ermakov. So, I have presented all, my dear colleagues. I would like to give you the President of the society of psychologists Yury Zinchenko.

Y.P. Zinchenko

Thank you for gathering today. Psychologists arrange information forums not often. On the one hand, it is good, it means that everything is quiet, on the other, it is a great minus for the corporation because not always there is a possibility to tell about the sore, and also to share reasons. The congress began its work yesterday. Really, we didn't have such a number of psychologists gathered together and in such concentrated form for a long time. In the Moscow State University there has been made very important decision; except that the congress is accompanied by boring organizational decisions and specifications in any documents, as always, basic decisions were made.

There have been adopted an amendment to the Russian psychologist's ethical code; this is the document that fixes a system of relations between the psychologist and the client who addresses to him/her. This is not simply a certain document defining an order, responsibility and so on. It is some kind of a social contract between the corporation of psychologists, between the Russian psychological society and our society. The problem consists in that the corporation takes responsibility for those psychologists who practice and render certain services. It is no secret that now one may take a magazine, open an advertizing page and see, "I'll charm"; psychoanalysis and consultation all in one over one phone. This shouldn't happen probably.

We have no objections to existence of alternative or unconventional forms of interaction; this should be on conscience of those who is engaged in it. But, at least, they should be separated from us. Now there is a clear tendency; it is necessary to separate



where there is psychology and where there is something that they only name as psychology, and they make money etc.

Therefore the code, on the one hand, fixes these relations and a responsibility degree, and also a system of sanctions and the multicorporate responsibility of the psychologist. From here there appears a problem of creation of the national register of psychologists which will be on the RPO site. In a little while those who will pass a practical activity certification, will be marked there. It is a voluntary certification, i.e. it is not another body where one may come, pay 1000 rubles or other currency and receive the line in the national registry. It concerns a voluntary certification of own competences in relation to an individual practical activity. When it is a question of any organization: the health care system, the system of social protection, he/she works in the organization, there is a system of certification of this personnel. When one works individually as a psychologist, a degree of the responsibility should be reflected in our community, and on the site he/she will be directly included in this register. It corresponds to the all-European tendency, because now in Europe they create a uniform psychological register of practicing psychologists. The requirements they have we have also adapted for our Russian reality. And for those who will correspond to these requirements, this part of the national registry will be also available to the whole European space. For the first time through the European association of psychological associations we achieved that our current psychologists at implementation of the current requirements and necessary conditions with their competences can realize their activity in the territory of the Council of the union on a par with scientific psychologists. Probably we train psychologists not worse than France, Germany and never mind Japan. Therefore here we grew fast to the common European house of practical psychology.

On the other hand, there is a big issue for the society and parents in relation to faculties and higher education institutions, where to train to be a psychologist now. Now in the country there are more than 400 faculties and higher education institutions which train psychologists, likely, it is a lot, if not to say that it is too much. Therefore here it is needed the rating of faculties, the rating of higher education institutions where parents and entrants can honestly look at higher education institutions which can provide and realize training according to the program of experts. I know that there are three specialties of bachelors and masters of psychology: 5.5 years – the federal standard of training in clinical psychology and 5 years – training of psychologists in other directions. Thus, baccalaureate and magistracy remain. So, the rating should answer a question, “If I want be educated as a psychologist, does this education differ in these 400 higher education institutions?” It is a gentle rating, and it doesn't mean that the Moscow State University is the first and St. Petersburg is the second etc. The problem is not in this, the problem consists in that we must honestly answer the questions of parents and entrants where it is possible to be qualitatively educated, what higher education institutions are ready to train specialists/masters, what higher education institutions train only bachelors and which ones are not ready to do this. Since the diploma part (to write the curriculum according to a standard) is not very



difficult, therefore here we should be honest with our society. Hence it follows that it is necessary to create and implement the law "On the Psychological Support in the Russian Federation". We have a similar law "On the Psychiatric Support of the Russian Federation", there is a law "On Health Care" which also partially mentions our system of clinical psychologists, and the law "On Support" is necessary because it is necessary to paint the bounds of responsibility and rights of our practicing psychologists and psychology in general in minute detail. We perfectly understand that it is rather powerful instrument and there are situations when after an appointment with a psychologist, after meeting with a psychocounselor, the client may have suicide or any other need. In this situation who answers whether the psychologist was right, whether everything was made, whether he/she was a specialist-psychologist, and how this situation should be generally considered? The doctors who organize their activity sphere with participation of a large number of patients may also have some defects, but rather well detailed. It still remains "a blank spot" for psychologists therefore psychologists themselves put forward an initiative that there should be such a law which would regulate these relations within the psychological corporation, and our relations with clients. And all these problems were discussed at the congress; at the congress there have been adopted an oath of psychologists; now at graduation our students, like the students of medical schools, will swear an oath of the Russian psychologist which while has a ritual form. Working further we will also approximate it to those moral principles which we speak in our community. It is a participation degree, not only existence of a diploma, some kind of accession to the social contract and assignment of duties and responsibilities. There were many other questions, but, perhaps, I yield to other colleagues. Thank you for attention.

A.G. Asmolov

Dear colleagues, let us construct our dialogue in the following way. Further my colleagues will briefly state their positions, and then we'll pass to those questions which have arose both in your consciousness, and in your unconscious.

L.A. Tsvetkova

I'll continue that Yury Petrovich has told. I want to say that it is important to develop relations between our professional community and the nearest others, for example between journalists. Why not? Since they make clear some possibilities and restrictions connected with any profession, including the profession of a psychologist, for consumers. The psychologist is not a magician and healer. The psychologist can never change the world for the better after a visit for a certain sum of money. Therefore, in this sense the responsibility of any profession, and the profession of a journalist, consists in fair presentation of facts and, probably, not always in their interpretation. We have often met an unconscious information misrepresentation. It leads to the inexactitude of information perception and to the diffusion of the borders of possibilities and restrictions in the psychologist's activity. The professional community itself aspires to define them, and it seems to me, even now prognostic abilities of psychology are not fully used, because in any profession it is more difficult to treat, than



to prevent. Anyway, prevention is cheaper than treatment. Meanwhile any preventive intervention should be professionally constructed. Frequently, and especially we face this at the beginning of perestroika, they take a western program and impart it to us. But there is no result. Why? It's all because any scientific research should precede any intervention. The scientific professional community is on a position of a purely scientific reference to everything. A scientifically well-founded research program should precede a practice. After all, we have already started to speak about the risks among clients. For example, at all large leading universities within the framework of research projects there are ethical committees which consider both a plan of researches, and a consent informing which the qualified psychologist and researcher should sign with participants of researches. It is here where risks are mentioned, and the qualified and responsible psychologist can always render support, especially, when it is a question of a research of difficult population groups and risk groups, where the risk is raised. Since we face other risks when, for example, they conduct children researches, not giving a support to children and parents, when journalists, informing of something, speak about victims, putting the accent on it, may be can be unconsciously, without understanding what it means. Thereupon the professions of high responsibility to the society and person should know it fully, speaking about the ethical code and ethical committees which precede and in which there are considered all the projects directed on studying of people and even animals.

A.G. Asmolov

Today it has been spoken about the psychologist's goal connected with developmental psychology, social psychology of childhood, with psychological grounds of school education standards. I'm pleased to yield to Vitaly Rubtsov.

V.V. Rubtsov

Dear Alexander Grigorievich, dear colleagues, it seems to me that the distinctive feature of the present congress is that for the first time it has shown such a system communication of psychology with different branches and directions of a social practice. Now we say, "Psychology and education", i.e. it means that the psychologist, acting in the education system, also becomes a full-fledged participant of a team, who works with our children and with our childhood. What is a feature of this work, in particular of the work of psychologists of our psychological institute, university, the Moscow State University? The first feature has to do with the fact that our children have changed very much. Their superior psychological functions have changed. Children think differently; they have different forms of will, attention, memory and it should be considered in the educational process. How does it occur? What does the psychologist do there? The development approval and creation of a general education standard, primary education, for example, was very important and marquee event for us. Now it is the most developed material. What is the feature of this standard? First, it is made not simply with psychologists' participation, but on the basis of the modern scientific psychological theory; it is an activity approach and a cultural-historic school. What does it mean? It means that the activity of the child and the adult, the teacher and the



child, the child and the child becomes a leading form of work with children. Children have a kind of focal reorganization of competences. While they should know a subject well, they should have so-called metasubject competences and a personal educational result. It is from the standard. What is it in life? It means that at life there are already estimated such results as, for example, a child's possibility to be responsible for problem definition, for the ability to communicate with another, to understand each other, i.e. the whole range of abilities and ways which are not so simple. And, consequently, today we speak not about the school psychologist who estimates what occurs to this child. He/she starts to enter an educational situation. He/she starts to do what is registered and fixed in the standard: to support the educational process psychologically and pedagogically. First, he/she starts to participate in this process; secondly, the teacher should receive another kind of psychological training. This issue is very important. That's what occurs further. The standard establishes an individual kind of work with children, i.e. it is possible to construct these trajectories. How should future teachers do this? The standard of the teacher's training should change accordingly. We won't prevent such a standard from disaster without the teacher who becomes the central figure of the educational process. So, there was constructed the standard towards the psychological and pedagogical education which included such profiles as educational psychology and pedagogics of gifted children, for example, educational psychology and pedagogics of children with limited possibilities, i.e. the standard provides the organization of such educational activity situations which follow the child. The child focus, which is in the general education standard, was also substantially reflected in a standard of psychological and pedagogical education of future teachers and future psychologists who will enter the educational process. I want to say that it is an example of how different fields of social practice include the psychologist as a necessary participant of these situations. Times have changed, and the functional of psychological work have changed. The psychologist is not an accompanying observer anymore. The psychologist becomes an active participant of such situations. Look how interesting it is. We reach an absolutely different level. How should we study these results? In a modern science there is a very wide direction, for example, where the results of the teacher's activity are estimated according to the results of pupils. It is an absolutely new characteristic of the teacher's work assessment. Let me formulate my point of view. If we say "psychology and education", we speak about essentially different form of work of the teacher and the psychologist. It arises because the requirements to the very teaching and educational process, training process, have changed. The essence of these requirements is that there is a child orientation, orientation on his/her possibilities and dispositions. And then the work with him/her becomes individualized. And then the child involved in the educational process becomes the main figure of this process. It is the gifted child, the child with special needs, the child with special interests. Both the teacher, and the psychologist should construct this process. There is a new functional of psychological work which, along with the standard diagnostics and the standard consultation, places the psychologist of education in the



middle of this situation. It is an extremely important point which directly follows from the regularity of developmental psychology, as our teachers taught. Our remarkable native developmental psychology created by our remarkable psychodidacts: Elkonin, Davydov, Galperin, starts to work now and the new school waits for it. Here is a novelty of school; this school is focused on childhood. And it is possible to say that then developmental psychology will start to play the leading role here.

A.G. Asmolov

Once again I pay attention to the name of our meeting “The Person in the Society of Risks”. About 20 years ago, the known western sociologist published the book “Risk Society”. This construct concerns Europe, Russia, and the States. Alas, it concerns the modern civilization in whole. Beslan remains in our historical memory. At that time there was a note sent to the president of Russia, Putin, where it was suggested to create a special direction, disaster psychology. Today these thoughts ring more strongly. And today the psychologist who is an emergency situation psychologist, trying to help, assumes loads of a human grief. I ask the Director of the Center for Emergency Psychological Help of the Russian Ministry of Emergency Situations to share views with us.

Y.S. Shoigu

Good afternoon, dear colleagues. I am the head of the psychological service of the Russian Ministry of Emergency Situations. Our service is 13 years old. During this time there was created an effective system, an effective applied area, which allows to help those who suffered from disasters in the short term. The subject matter of today's meeting is devoted to the V congress of the Russian psychological society, and in the Russian society I represent the block of psychological services of defence and law enforcement agencies. Therefore I would like to speak about those concrete results which, it seems to me, were important within our yesterday's work, within yesterday's work of the congress. The first and the most important thing is that the professional psychological community began to take an active position, first of all, in the problems of the quality of training of those practical experts who work at defence and law enforcement agencies, at schools and other establishments. It seems to me that this problem is extremely important and it is very pleasant that our professional community takes an active position in solution of these problems, on the one hand, with a view to provide the quality of experts, and now the only guarantor of the quality is a certain individual professional responsibility and decency of experts, and on the other hand, with a view to create conditions for free orientation in a variety of methodical materials, diagnostic and correctional instruments. It is the greatest problem. Now there are a lot of diagnostic and correctional techniques. In a great variety they are presented in the modern market, however a certain practical expert who works with certain people has no criterion of its estimation, whether it is good and scientifically proved, whether we can apply it. Yesterday these problems were rather seriously discussed within the congress work. Therefore, it seems to me, they are actual and they are a reflection of rather a new, practical, active position of the professional commu-



nity. Problems of experts' certifications, creation of registers, and many other things that my colleagues have discussed are connected with this. I don't want to repeat the stated above. One more concrete result, which seems extremely important for me, is the result connected with the fact that now psychologists of defence and law enforcement agencies enter the Russian psychological society as a collective member. Now there are a lot of psychologists of defence and law enforcement agencies. There are more than 10 000 if to count at all departments, throughout the country. It is rather a large professional community which has its specific activity conditions, characteristics of this professional activity. In summary I would like to express my thanks to the colleagues for the work. Thank you, I've derived sincere enjoyment from it.

A.G. Asmolov

Along with the psychology of safety the psychology of innovations sounds more and more brightly today. At the end of the day, when we live not only in "the society of risks", but also in "the society of knowledge", in creative society, or we dream that it would appear, there are key problems. How is it possible to initiate innovations? How is it possible to transform our country from a blind appendage? I call on the author of the book "On Innovative Behavior Motivation" Eduard Golozhinsky.

E.V. Golozhinsky

Thank you, Alexander Grigorievich. Good afternoon, dear colleagues, I would want to note that, actually, the psychology status in society and in human sciences changes today. Obviously we endure the technological structure change. Today we speak about the post-industrial society, economy of knowledge, information society. But there is the only sense; there is a change of a base economy driving force. The human with the ability to creativity, ability to transcend, ability to produce innovations becomes this driving force. And, in fact, the production of innovations is a base characteristic of a successful structure today. So, there is a problem. If the human is the driving force of any economy (today not casually all states: China, India, the States, etc., entered the race to create new educational systems), what should be the quality of this capital. Can the clever become the rich? Yes, it is a problem of our economy. I would like to fix this important thesis. Today the features of thinking and motivation are geoeconomic. The potential defines the nation richness. Researches show, and here the role of psychology is extremely important and underestimated, that the achievement motivation increase definitely precedes the patent activity growth, power consumption growth. There is the achievement motivation term in psychology, i.e. the child aspires either to achieve something, or to avoid failure, to avoid the new, aspires to have a protective position. Definitely this connection shows that if in fairy tales, for example in any culture, this achievement motive is increased, within 20 years it is observed an enormous inflow of patents, innovative activity, intelligence quotient increase by 10 points on the average, almost GDP doubling. In this sense, I want to pay attention to that still the realized formation of such innovative strategies wasn't a subject of neither education, nor psychology. Such a person, let's call him/her a Bill Gates for convenience, grew ripe in culture, undergoing many severe trials,



broke. All successful people are very similar, similar by their psychological resources; they believe in their forces, in achievement motivation, they have a tolerant attitude to uncertainty. Uncertainty doesn't frighten them; they perceive it as a challenge and make a step forward. These things are formed during lifetime; these are cognitive resources; these things we should form in the education system today. We are engaged in this and it is behind the innovative personality concept. And we are deeply convinced that in old educational environments it is impossible to create such people; it is necessary to design an absolutely new educational system. It is an important thesis. Today we speak about the development of high humanitarian technologies, as some alternative of technocratization. It is clear; we need to overcome the Russian lag in technology. But the development of the technologies conformable to the nature of formation of the human in a human is the prospect and the major task of tomorrow. Since not a single, to be exact very many, initiative have stumbled over mental barriers and people's unreadiness to change. The second important thesis which we also underestimate is that today the whole closely-related field is formed. These are so-called cognitive sciences, cognitive psychology. In fact, it is an interdisciplinary field of knowledge where in a manner there is a work on the human nature change. Yes, there appear biological prostheses operated directly from the brain, there are researches of genetic and environmental factors of abilities in training, i.e. soon we will obtain the unique technologies promoting mechanized training, and in this sense psychology also plays an active role today. Researches in this field encourage. Thank you.

A.G. Asmolov

Thanks you Eduard! A few years ago my perception was surprised by a small program, the training program, to be more precise the psychological training, which was called "Tolerance Training for Riot Squad Groups". I pay your attention to the name of this program. Along with childhood psychology, safety psychology, psychology of innovations, today there is a special direction; it is tolerance psychology, the psychology which is engaged in risks of xenophobic behavior, xenophobias which turn upside down our country. Today this direction is rather seriously presented in many psychological researches. One of leaders of this direction is Pavel Ermakov.

P.N. Ermakov

Thank you, Alexander Grigorievich. Good afternoon, colleagues, I would like to start with a classical image of the psychologist in a society. Probably, it is the image generated by the western films. Basically it is a person sitting in an armchair, nearby there is a couch on which there lies someone, with hands behind the head; he/she discusses his/her life, and the psychologist makes inquiries about those problems which this person has. This is an ordinary opinion. Who is the psychologist? Who is the psychologist: an ideologist, who imposes own way of thinking, the way of thinking of a society, any certain group of a society, or the one, who helps the person to understand, to understand the identity, to understand the personal features, to understand what he/she is in this world and what he/she is in this society? We and the leading faculties of psychology on psychologists' training try to be guided by this sec-



ond model. He/she is the person who helps another to realize himself and to realize what this person is. For us, for the polycultural, polyconfessional, polyethnic state it is very important what Alexander Grigorievich has told. It is the idea of how to live in the Russian multipolar society, how we correspond to each other, how we respect customs, traditions, morals and manners of others, how we attitude to beliefs of other people and how these other people attitude to our traditions. Now I watch a scrolling text where last year according to the FSS head it has been annihilated about 50 heads of armed bands. But I would tell you that it is an iceberg top, but the iceberg remains. About 300 persons, young men, are annually recruited at armed bands of the south of Russia. Not all from them reach the weapon. But the most part, believe me, I tell it with competence, really, reaches the weapon. It is already terrible. Why is it youth, including student's youth? Remember an explosion of two Chechen girls near the hotel "National"? Excuse me, both have graduated pedagogical universities. Both are college-bred. One of them worked as a teacher. What promotes this? There are different reasons. One shouldn't think that any personal problems are main incitements. Therefore there should be an education, development of tolerant relations. Tolerant does not mean all-forgiving and all-understanding, turning the other cheek. It is nothing of the kind. Tolerance means all that should be in a normal human society. This is a respect for rights and freedom of another person, respect for rights and freedom of other ethnicity, other confessional belonging. Certainly, there are a lot of difficulties. Sometimes even you influence, about what we have already spoke here. You influence the consciousness, subconsciousness and ideology of people more, than professionals, than psychologists. But, nevertheless, this aspect of counteraction to the ideology of extremism, counteraction to the ideology of terrorism is one of the major problems of a modern psychological science and practice. Now it is needed, wherever the psychologist works. Yuliya Sergeevna has spoken about psychologists of the Ministry of Emergency Situations who realize a great work. They are the first at the frontiers of a human grief. The first, but it is an ambulance. What happens to these people further? Who supports them? How do they overcome everything that happened during any certain, concrete moment? It is behind the scenes. But these are practical psychologists, people who should guide our lives, generally speaking. Thank you.

A.G. Asmolov

Dear colleagues, here we have designated some directions in a palette of the modern psychological problems connected with new practices in psychology, new psychotechnologies. We could speak indefinitely, but psychologists don't want to bear a likeness to bores. As you remember the bore is a person, who when is asked, how he/she is, really starts to tell how he/she is. In these situations we wait for your questions. Please, introduce yourself, if it is possible.

I. Smirnova, "Personnel Management" journal

Alexander Grigorievich, my first question concerns the personality psychology. Society aspires to innovations. Many new technologies became available. How does it influence the personality? We know that now they work on the artificial intelligence



creation. Also there is the Internet. Now there are new possible prospects, but the personality psychology is the most unstable instrument, it is very easy to manipulate it. And now we see that blogs, many sites carry out researches and say that soon the most perspective and highly paid work will be a profession of the blogger, but the blogger, actually, makes nothing; the blogger can offer nothing valuable to a society. But he/she becomes a tribune. How can psychology help to dot its i's and cross its t's here? What is its benefit in this question? Thanks.

A.G. Asmolov

You have asked the question having a direct reference to the focus of our communication; it is "The Personality in the Society of Risk". As one of my colleagues has said, the matter is that the "diagnosis" of the person of the 21st century sounds paradoxical: psychologically healthy but personally sick. Pay attention to these words. Memory is normal, thinking is excellent. But personality is disorientated. Personality loses itself, as the great psychologist Victor Frankl said, "The person is constantly in search of the sense". In this situation the increase of a virtual reality, invincible virtual reality, raises great questions and challenges. There appeared a virtual identity concept. There appeared concepts of multiple virtual identities. Here they forget that in a virtual world there increases a responsibility loss. This is what is very serious. And when they ask a child of 5–6 years old how it is possible to solve a problem, he/she answers: "It depends on a weapon and the quantity of lives I have". I quote the answer concerning the problem solution. In this regard, we think that in the field of management, and in many other fields, there should work an anti-manipulation program. We mustn't be manipulated. We mustn't be puppets. The credo that we develop in the personality psychology may be expressed as follows: they are born individuals, become personalities, but individuality is to be defended. If the person turns into the person living according to a "how may I serve you?" formula, if he/she is a conformist, an automatic conformist, using the language of Fromm, there will be a very difficult situation. We will lose that creative, civil society to which we aspire. In this regard they develop a number of unique programs connected with the personality psychology. Noting that Pavel Ermakov has said, we develop the program of the psychology of negotiations at the psychology faculty. Have bloggers become negotiators today? Pay attention to this. But at the same time I want to pay attention to the stylistics of behavior of a number of bloggers. It has a character of expressional stylistics. When some bloggers make statements at squares, I look at them, and I am seeing double, with all due respect for them. I remember Kashpirovsky who said: "I give you an attitude!" The crowd, which they call "a clever crowd" in the Internet, may be clever, but its behavior is a behavior with absolutely different logicians and lines. Psychology is ready to this. Not casually, now there is a symposium or a round table of the Internet psychology. Now it is at our faculty and it will be in progress these days. Therefore once again I say that the Internet psychology is a serious direction. As for journalists, we had an article "A Competition Between Journalists in Blogs, Journalists-Bloggers, and Professional Journalists". This line has also been designated.



E. Ivanitskaya, "The First of September" pedagogical newspaper

I have a question to Pavel Nikolaevich, and may be to Alexander Grigorievich. Now I will name a certain group of our society to which the majority of us belongs, between ourselves. Meanwhile, this group is named by a word, which is inappropriate even to say, which is neglected. And when I'll say this word, everyone will start to hesitate. So, to cut a long story short, I speak about atheists. We have tolerance, multiconfessional tolerance in our society. I will not go into details here. Our society is irreligious. But, nevertheless, it dances and shuffles that it believes in God, because it is impossible to admit atheism.

A.G. Asmolov

I'll call on Pavel Nikolaevich, but I remember a situation they asked one of remarkable leaders of our country, Egor Gaidar, who has unfortunately passed away, "Tell us, please, are you an atheist?" And he answered journalists a remarkable answer after which they were silent. "I am an agnostic", he answered. I pay attention to this situation. There is a different self-consciousness of these things. In particular, I am responsible for the religion program at school on one of lines. At the same time, after Voltaire who has introduced a tolerance concept and who didn't represent either of faiths, I want to say that tolerance is much wider, than either of confessions. It is both inter-ethnic problems, and interconfessional problems. You know, there is a courage to be a religious person, but not less there is a courage to be an atheist. In this regard I'll remind you one more brief dialogue between Alexander Men, alas, passed away, and Fazil Iskander. When Men discussed with Iskander an "atheist – not atheist" problem, he has said the following: "It is much more difficult for the atheist, than for me. I have the God support, but the atheist should make own internal decision, making an internal choice, relying on self, relying on the person's strength and belief in the human". This Alexander Men's answer, who as, you know, was one of leading figures of our culture, is improbably important answer for me. Therefore answering those who are afraid to name themselves the atheist, I say that it is always difficult to be a personality, individuality. Today atheism has become an outlook choice, instead of the imposed outlook. And this is an important achievement of the civil society.

P.N. Ermakov

Colleagues, I think that we are not a society of atheists. We are a society of the stratified atheists. Who has a cross under your shirts, under clothes? It is on a question of atheists. Here is a simple example. It is close to me. I know well these facts. In the Stavropol Territory, according to the last census, 30 percent of the population practices Islam. Let's take the Muslim republics. I do not take Chechnya where is the largest mosque, it was probably endowed by the Federation. Let's take Dagestan. In Dagestan there are about two thousand mosques. About a half of them are registered, i.e. they are established legally, through administrative bodies, registered. What is a mosque? Is there a school behind a mosque? Surely there is. Is there a Sunday school behind a mosque? Surely there is. Are there people who go abroad to study in higher educational institutions, Islamic institutions, behind a mosque?



There are two thousands only in Dagestan. It is a simple example. Let's take Orthodoxy. In the Rostov Region there are inverse quantities: 70 percent of the population classes themselves as the Orthodox, about 15 percent practices Judaism, but these are normal figures for the Rostov Region, and a small, but rather active layer, about 10 percent, is the Muslim population. Are we atheists? Does somebody name himself an atheist?

E. Ivanitskaya, "The First of September" pedagogical newspaper

I am a firm, strong, clear atheist. I, naturally, become more and more rigid with pressure increase. Besides, it is talked of the inquiries which are carried out by either of centers. Besides a question "Are we the Orthodox?" responsible interrogators ask another question, "Do you believe in God?" The Orthodox is 70 percent, but "Do you believe in God?"... Further it becomes clear that ...

A.G. Asmolov

I'm sorry, let's come to other questions. The only thing I would like to say is the following. A most recent inquiry showed that when the course "Bases of a Religious Culture and Secular Ethics" was entered in Russia, in all regions of Russia parents (more than 60 percent) chose separately Islam, Orthodoxy, Judaism, i.e. greater parents' population chooses this ...

E. Ivanitskaya, "The First of September" pedagogical newspaper

It occurs because of pressure.

A.G. Asmolov

On the contrary, without any pressure! Colleagues, this question is very important for us. Please, other questions?

I. Perederzeva, "Rio" newspaper

It is fine that native psychologists face high aims. I would like to bring you back to earth, because we cannot yet jump to these high aims. I have three questions. First, what is Moscow from the point of view of the psychologist? From the point of view of the journalist and the Moscow-born and bred it is a crowd. It is not only the crowd of people, but also the crowd of nation. And, accordingly, it is a tolerance problem. On the one hand, the crowd of people requires adaptation from all of us. It stares us in the face now. On the other hand, sometimes we are completely whacked out. There is a concept of tolerance limits. To what extent is it possible to endure? It is the first question. Secondly, fashion magazines very often say, "Is everything bad? Buy a lipstick, and everything will be better". Shopping is a popular concept. Are there recipes, pills which would help the person with a deep depression to distract, switch over, cease to think that the world has failed, and he/she is nobody in this world? And here is the third question. There are professions which degenerate, for example, a driver. Everyone knows how to drive a motor car. The profession, of course, has the right to existence, but everyone is participating in it. Now everyone is a psychologist. Everyone may offer you an advice. Where is it possible to read? Where is it possible to train to be an applied psychologist? Who is to be trusted? These are three questions. Thank you very much.

**V.V. Rubtsov**

Concerning the first question I want to say that you can turn to us. At our university we have an ethnopsychology department where there was conducted a very serious research of ethnoculture in Moscow. There is a very interesting "map of intensity in Moscow". It is shown how it is in districts, regions and what is made to lower any things through the education system. We work with certain educational institutions. These are very terrestrial things. After all, we speak about terrestrial things. We will answer your question with pleasure. It is in reference to Moscow.

P.N. Ermakov

I would like to add some words on this issue. Look, when some decades ago the Germans began to invite the Turkish population, they counted that the West European culture would crush everything and everything would be uniform. But the most severe stratification came out of it. In Moscow, and the data of Academician Rubtsov are fair, everything is really so. There is the most severe stratification, including ethnic, confessional. When it is a time of namaz and some thousands of people get their mats and execute that they execute at Gorky Street, what is it called? From here there is what we do and what it is necessary to do.

A.G. Asmolov

Recently there appeared a huge two-volume book which is called "Tolerance Limits". It is an absolutely correct concept which shows that classical tolerance should be a choice. I can't be tolerant towards fascists, towards those who carry a message of humanphobia. It is necessary to understanding. The government of Moscow has clearly specified a principle which is called "Principle of Mutual Adaptation of Inhabitants of Moscow and Emigrants". And here the principle of mutual adaptation is rather difficult. Such programs are developed both in Moscow, and in Russia. As to the fact that everyone is a psychologist, here not everyone agrees. F.M. Dostoevsky literally shouted, "Don't name me a psychologist! I am a realist!" Concerning practical psychologists and where they are trained I call on Yury Petrovitch.

Y.P. Zinchenko

As to practical psychologists, we train them in the leading institutes of higher education. Even if you have no basic psychological education, after the first higher education it is possible to enter the program of additional education and to be educated as a psychologist during four-five years. On the other hand, we are against such approach which is also possible now. One may receive his/her bachelorhood at a fish university, with all due deference to fish, caviar etc., then enter the MA clinical psychology course at any institute of higher education, the Moscow State University, for example. Those, who sit here, can say that he/she would hardly enter the university. But this one crosses the road, goes to a commercial institute of higher education, presents the documents, pays for education at cashier's office, and receives a diploma at once. We are against such a system of psychological education, perhaps, you share our point of view. Therefore this two-gradualness among psychologists even in Europe, no less than among physicians, is distinguished in a separate monoprepara-



tion, i.e. in Europe one should be educated as a psychologist during not less than five years, not simply receiving a degree of the bachelor of any specialty, and then becoming the master of psychology. It is a monopreparation. Here we defend this system. As to the second higher education, we understand that there are short-term forms, short-term courses etc. But it is some degree of qualification in some concrete psychology problems. Therefore also there is a professional qualification. The professional qualification is a full-fledged second higher psychological education, and it should last not less than five years. Yes, there may be a law that it should be paid, but, nevertheless, it shouldn't be empty, artificial, fraudulent. We spoke about references. It will be necessary to finish the creation of this national register or the register of psychologists.

I. Perederzeva, "Rio" newspaper

I would like to add a little. It seemed to me that I said that I'm not supporting the people publishing "I Am My Own Psychologist" books. The question was where to go, if there is depression? Depression is a medical diagnosis. Only doctor can diagnose it. One mustn't diagnose himself and read this book. Initially it is a wrong approach. Yury Petrovitch told about it. It is called "the integrated master". It is impossible to receive bachelorhood at an institute of higher education and to make ideal and illusory plans that in two years it is possible to become a clinical psychologist and to arrange psychotherapeutic consultations. It seemed to me that the pathos of yesterday's certification discussion is connected with this. Now, unfortunately, the state policy is that it has shifted the responsibility for quality of services on professional communities. It concerns not only psychologists, but also some other professional communities, but including psychologists. And we took the responsibility to start this work, to create this register of professional psychologists. It is important from two aspects. On the one hand, it is made to secure the professional community. We guarantee and we know these certain people. But also consumers of these services know who to turn to. There is one more recommendation, after all one mustn't diagnose himself and read simple books; it is needed to leave this illusory representation that psychology is very simple thing and it is possible to compile some techniques to receive something. No, it needs teaching, teaching for a long time, six years, at least. It is necessary to understand it and this is the idea to introduce. Then there won't be any problems neither at the professional community, nor among clients.

P.N. Ermakov

Concerning the pills which are to be taken, usually it ends in alcoholism and narcomania.

A.G. Asmolov

Dear colleagues, there is a Cinderella situation when they say, "Your time is up". Our work is approaching completion. There remain four minutes. If someone has a question, which he/she have to ask not to become a neurotic, please, we listen to you. Since, the repressed question leads to neurosis.

**A. Puzova, "Russian News"**

Once at a youth hangout I got acquainted with a young girl; she was 24–25 years. She told that she worked as a psychologist, i.e. she had graduated. This is what surprised me. She says: "Here I'm dressed in this way – violet tights, ponytails – but at work I wear glasses, a strict black suit, I have a photo as if I'm married. At work we create an image of a family, serious woman, who is wonderful, fine. So the person who is in need of help sees that I'm positive, everything is excellent, I have a loving husband and a child". Actually, she doesn't have anything of these. I was simply shocked. A person comes with a problem and obviously all this help is based on deception. It was in Moscow.

A.G. Asmolov

Unfortunately, in any life and in any practice we face some deviations. Here you have also faced such a deviation. And, first of all, I think that psychologists are always ready to work with such a person.

L. Vinogradov, "Mercy.ru"

Yury Petrovitch, certification is remarkable, of course. But I wonder where all these offered services of charlatans, fast three-month, nine-month courses will disappear. They remain. People, who don't know that now there is the congress of the Russian psychological community, will go there as usual. What should we do with this?

Y.P. Zinchenko

Colleagues, the problem is solved jointly, but we perfectly understand that it never happens as if yesterday we made any decisions, today we wake up and suddenly the country starts to live in a different way. Such a thing never happens really, unless after a presidential election. It is collaboration of psychologists, i.e. we undertake these intra corporate activities of creation of transparent sites and available information on psychologists and those who aren't members of this corporation. Therefore it is your choice, either you go to those who are able to support competently, or you go to someone who isn't able. Therefore a choice problem is a consumer's problem. The second moment is mass media. After all, "Psychic Battle" is conducted not by psychologists. It is clear that there is a stage adaptation element. Therefore it is also a question of our general psychological culture in school, society and administrative structures. There is no need to think that we don't understand what occurs at Bolotnaya Square, somewhere else. That is we sit here, and outside the building everything is differently. Actually, psychologists perfectly understand it. Now, probably, psychology itself is in a situation of nuclear physics in the thirties of the last century, when the resources of technology allowed theoretical physics to create certain perceptible and tangible things in the form of nuclear power sources, on the one hand, and on the other hand, in the form of the nuclear weapon. Now all technologies around: the Internet, mass media, information technologies, have approached the possibility when the academic university theoretical psychology becomes the real weapon. All revolutions in North Africa and everything that occurs in the world is a psychological weapon that deprives us of management without blood. There is no need to explode a bomb; it is enough



to spread something in a blog. It is not necessary to kill a large number of people; it is enough to spread any mythologically constructed construct which is perfectly built in. And a person becomes its part, points to a square, comes out on streets, and further participates in something. Everything concerns the question which was asked, may be in a perfunctory manner. Are we atheists or not atheists? Are we believers or not believers? The problem doesn't consist in the value system one shares. What is a system of values inside of me? Earlier during seventy years the state declared that there is a moral code, may be it correlated with something from the Bible. There were such interpretations. But this problem concerns that now the state has no message and the system of values which one is ready to share and to live with them every day. When we speak about this subject, we speak about the American dream, about something, but the Russian dream, which is shared by the most part of society, is not offered yet. Therefore the "atheism – not atheism" problem is slightly higher. In general it concerns the system of values. And if Orthodoxy gives me that system of values which is close to me, which I share, Orthodoxy occupies an axiological niche inside of me and is the main vector of my spiritual life. Therefore now psychologists, journalists and the society itself have to work out this axiological superstructure, i.e. the system of values which would be close to the majority of the population of our Russia. In Russia there always were two parties: one, which possessed centripetal forces, and another which possessed centrifugal forces. They were named differently. During either of the periods some was in advance, the other was behind. We endure these periods and these moods in Russia now. Therefore it is necessary to realize, where it is our choice and where it is a result of someone's manipulation. The reflection of this is an important point in the question the quantity of atheists among us.

L. Vinogradov, "Mercy.ru"

I've never heard any reasoned example concerning atheists. I've never heard that somewhere they have been manipulated and they impose something on them. Unfortunately, time shows that after 70 years of atheism these are atheists who are more often not ready to dialogue.

Y.P. Zinchenko

It is a question of tolerance, therefore we have many occasions and possibilities for collaboration, both psychologists, and journalists. Since, only with your help together we can increase our general psychological competence, general psychological culture, without imposing, gradually, trusting each other deeper, wider.

L.A. Tsvetkova

I would like to present you more optimistic statistical data concerning the psychological competency of the population. We have made an analysis in the Northwest. If 10 years ago about 13 percent of people knew about existence of the professional community and could distinguish the psychologist from the psychotherapist and the psychoanalyst according to features of professional activity, it is 30 percent this year. It seems to me that, in general, the psychological competence of the population has increased. These are mutual efforts of the professional community and journalists who



can help us, all people, to increase this competence. You say that nothing changes with certification. You say that nothing is behind it. Yes, nothing is behind it, if not to explain to people where it is possible to turn to. If one wants to turn to a magician and healer, it is possible to go there. If one needs a professional psychologist, it is possible to go this way.

V.V. Rubtsov

Larissa Aleksandrovna, I would like to support you. There is Moscow data. Over the last three years parents' visits concerning their children increased. If earlier generally it concerned preschool children and junior schoolchildren, now it concerns teenagers. Teenagers address by themselves. We have a site named "The Child's Psychologist". Five thousand people visit this site. It is a serious figure. It increases. Now in connection with events which were connected with suicides, teenagers' addresses increase, i.e. the psychological competency of the population increases. It is a very good result of the psychological community work.

L.A. Tsvetkova

But, unfortunately, this data is in Moscow, the Northwest and St. Petersburg.

A.G. Asmolov

Dear colleagues, we finish our communication. We have no doubts that not casually this XX–XXI century many people call as "a human century", and sometimes we call it "a century of psychology" as the leading human science. It is not our megalomania. It is our dream. And saying this, we understand that thereby we, psychologists, those who have gathered for our fifth congress, take the responsibility to what occurs to the personality in this world, in creation of scenarios in the society of risk. Thank you very much.



M.A. Shchukina

The status of the category of self-development in the modern domestic psychology (by the materials of the Vth Congress of the RPS)

The article focuses on the status of the attention of the professional psychological community to the category of self-development through a prism of statements of participants of Vth Congress of the RPS. Problem fields and methodological solutions in which the self-development category is used are reconstructed. Frequency analysis of using psychological concepts of "self" by the authors of the materials of the congress is conducted. Frequency analysis of using psychological concepts of "self-" by the authors of the materials of the congress is conducted. "Self-development" is discussed as sign methodological concept, indicating by itself a number of actual methodological turns in various areas of a psychological science. Postnonclassical, anthropological turns, turn to maturity psychology, and also formation of pedagogy of self-development as special area of a pedagogical science are allocated. Their refractions in the materials given by authors of congress are considered.

Keywords: self-development, the concepts of "self-"; postnonclassic, anthropological psychology, human-being, personality mature, the pedagogy of self-development.

Current professional thesaurus is the pulse of the consciousness of the professional community. It can be measured by reference to the artifacts of consciousness – the products of its work. In the case of a community of professional Russian psychologists an analysis of materials such as a major professional forum for the Congress of the Russian Psychological Society (RPS) can give this opportunity. Congress RPS is the meeting ground of different generations of psychologists, schools, practitioners and academics from different geographical locations of the country. Because of that proceedings of the Congress of RPS (hereinafter – Materials) is a reliable representation of degrees of interest in various aspects of domestic psychological science and practice. In this article we will focus on the attention status of the professional psychological community to category self-development. Purpose of the article is the reconstruction of the problem fields and methodological solutions, which are used within the category of self-development.

The term "self-development" is mentioned in the Materials 112 times by 58 authors. The scale can be estimated using the comparison of the frequency of references to other terms of the conceptual "self-" (see Fig. 1), one of which, as shown by our study [37], psychologists refer to the concept of "self-development." Self-development for the Materials authors is one of the most popular, but not paramount in this regard category. In the minds of psychologists understanding of the importance of reflexivity as the top of the cognitive origin is dominated, self-actualization is the claimed value of the top motivational orientation, but the attention to mechanisms, which



allows to translate mentioned resources in the real life activity: self-determination, self-development, and related concepts (self-change, the self, the self-movement, self-management, self-organization) is secondary.

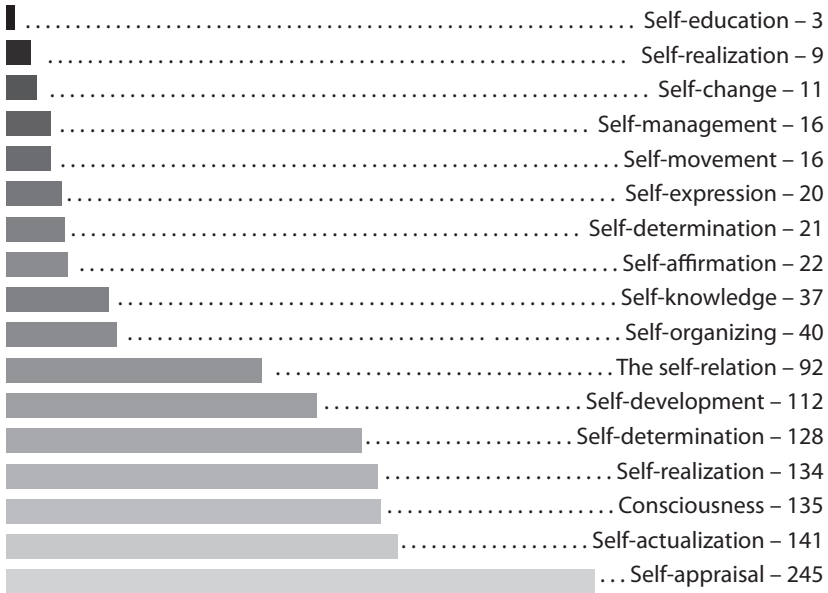


Fig. 1. The frequency of references to the concepts of “self” in Proceedings

“Middle” position of the concept of “self-development” in the priorities of the professional community, we believe, can be explained by the fact that self-development does not only characterize the current well-established views of psychologists, but denotes psychological point of growth of ideas, marks the zone of proximal development of psychological science, revealing already available but not well examined by the psychological researches problem fields. Besides, “self-development” is a significant concept in the modern methodology of psychology, because it marks a series of recent methodological turns. We denote them by the following methodological areas.

Postnonclassical turn. Self-development as a metacategory at the intersection of psychology, contemporary philosophy of science and synergetics is a marker of the type of knowledge, designated by V. S. Stepin as postnonclassical rationality. Postnonclassical knowledge constructs on the principles of interdisciplinarity, open rationality, consistency and evolutionism. The object of research is the unique systems, characterized by openness and self-development, which include psychobiosocial systems examined by psychology. From the point of view of postnonclassical self-knowledge the



category of self-development appears as a designation of how highly complex systems are organized and moved and, simultaneously, as a special look at any perceive reality which dictates the need to consider all measure of complexity, uncertainty, and self-governing of the studied systems. In the proceedings of the Congress a number of postnonclassical science tasks was formulated by Y.P. Zinchenko through the prism of the category of "self-development": "Psychological and social facilities for the research can be considered from the point of view of postnonclassical science as not only self-organizing and reproducing itself as an invariant by continuous exchange with environment, energy and information, but also capable of self-development. Thus, there are several directions of psychological researches of complex objects: as a self-regulated system, as a self-developing system, as well as a system, which products the new forms of self-regulation and self-development calls for environment associated with the extreme conditions of existence and high uncertainty of the situation" [16, 20].

Analysis of the participants of the congress shows that the concept of "self-developing system" is being actively developed in modern psychological discourse. Researchers signifying a self-developing systems of different nature: the whole person, personality, social communities, ethnic associations, educational systems [8, 9, 14, 18, 22, 27, 34, 35]. More often it's used on the descriptive level, than to refer to the principle of cognition, which showed a radical restructuring of professional consciousness and radically new research solutions though. Nevertheless, one can note a steady trend of using "self-development" to indicate the action of the organization and the nature of dynamic systems' existence.

Anthropological turn in psychology manifests itself as a desire to give the scale of human-subject research. In the article of N.A. Loginova [21] she provides an indication of the important historical milestones in the development of anthropological ideas and reveals its essence as a "holistic approach to the study of man, which captured its unity of states and properties, the interpenetration of social and biological in its structure, the social determination of biophysical mechanisms of development, merger of natural and cultural development, the intertwining of natural and historical ontogeny" [21, 34]. Anthropological researchers does not become isolated within the individual psychic phenomena, demanding their correlations with the systems "man" and "human world", and turning themselves into large-scale responses to the question about the subject of psychological knowledge. Anthropological researches dictates to the psychologists the need to address to epistemological ontological complexity of the "man with his multilevel structure and the ability to self-development" [21, 34]. The category of self-development is used to emphasize the nature of human self-determined development capable of going beyond the boundaries of human-being using specific human abilities to recognize and act in modern psychological and anthropological studies. To italicize the importance of efficiency and awareness, identified by S.L. Rubinstein as attributes of human nature, to understand the modern man investigators are calling for fresh accents in the humanscience. According to G. Akopov [1], an adequate measure of the increase of the place of consciousness in human life is



the transcendence of Homo Sapiens in Homo Consciousness (conscious man); B.A. Vyatkin [7] refers to modern humans Homo activus.

Conscious way out of present being in the direction of the formation and implementation of human nature can be called from the standpoint of anthropology science the core of self-development. What is more rightly observes E.V. Galazhinsky, «it is not the mind goes beyond these limits, not consciousness, but the» whole person» as the most difficult spatio-temporal organization, as an open system» [8, p. 285]. In the present network century (A.G. Asmolov), marked by globalization and uncertainty, self-development is the pivot point, as he represents the fragment of the evolution, which is subject to the maximum degree of control of the person and at the same time, a zone of its maximum liability. «Globalization processes have caused, on the one hand, a significant expansion of freedom of the subject as in the external and internal plans... on the other hand – increased measures of subjective arbitrariness and, accordingly, responsibility for the selection or creation of some inclusion, and self-selected form of a constructed «I» and appropriate relations system» [1, p. 64].

Turning to the psychology of adulthood. Against the background of the dominant 20 years ago interest in the early periods of mental and professional development in psychology, there is an increase of interest in the comprehension of the phenomenon of psychological maturity in various aspects of its manifestations: personal, social, mental, emotional, professional, etc. Research efforts are aimed at the same time to the study of maturity and a period of ontogenetic development, as a special vertex in the development and as the ability to achieve this outcome (A.L. Zhuravlev, S.K. Nartova-Bochaver, A.N. Poddiakov, B.M. Rusalov, E.A. Sergienko, N.E. Harlamenkova, O. Khukhlaeva, etc.). Category of self-development has a paramount importance for understanding the maturity, and stands as a specific mechanism for achieving maturity (self-development as a particular form of development), and a number of characteristics of maturity (focus on self-development, the ability to self-development). In turn, maturity category delineates the horizon, the goal, the vector of self-development.

In large-scale empirical study of L.A. Golovey [10], self-development is included among the interpersonal criteria along with the characteristics of individual responsibility, awareness, self-acceptance, autonomy, self-management, integrity, breadth of connections with the world. Results of the study revealed that against the backdrop of severe autonomy, self-esteem, self-acceptance, self-development focus is on the ill-defined nature of the structure of the personality of young people (18–25 years). Moreover, the rate of formation corresponds to a weak self-management and self-organization of life, difficulties in self-determination and the conflict of values in life. This result allows us to understand the data described in articles of O.Y. Ponomareva [28] and P.B. Kodess [19]. According to the materials survey of students from 27 universities of the SCO (Russia, Kyrgyzstan, Kazakhstan, Tajikistan), O.Y. Ponomareva [28] have shown that self-development is among the priority values of today's youth. In the rating of personal qualities that are important, according to the students for pro-



professional activities and promoting professional development, leadership places were taken by dedication, hard work, self-confidence, responsibility, independence, initiative, ability to self-development. At the same time for students of humanities ability to self-development was the dominant significance. Similar results were obtained in the study of P.B. Kodess [19], where life goals and self-actualization found along the lead to manifestations of social life in the strategic planning of working students. Comparison of the results of these studies [10, 19, 28] allows us to suggest that youth self-development is a significant landmark development, but in this age period young people are not making enough efforts to transform the self-development in the practice of everyday existence.

The close semantic relation of maturity and self-development explain common position that the self-development is often expressed by researchers in the representation of a positive connotation: "With the presence of the expressed desire and ability to self-development is related with the success of the man as a subject of professional activities to achieve their professional success, as well as his professional and physical longevity" [2, p. 233]. We must say that the special self-development study noted a shift in its interpretation of the positive to neutral, where it is understood as self-movement of unspecified vector, which determines the direction of the man himself as the subject of development (A.A. Derkach, L.N. Kulikova, V.G. Maralov, Rean A.A., G.K. Selevko, L.A. Hudoroshko, M.A. Shchukina and others). However, based on an analysis of the Materials, we can say that in a broad range of research of development and maturity there's a tradition of using as a positive concept in the same row with the concepts of "personal growth", "professional development", "self-actualization" [2, 3, 5, 6, 17, 19, etc.].

A special, constituting status assigned to maturity categories in acmeology, where the maturity helps to reveal the fundamental direction for the psychology category of acme. The materials of the congress contains the articles that reduce the general semantic field categories Acme, maturity, self-development, where the latter is understood as a particular path of development as human beings and professionals, aimed at promoting his self-realization and achievement of personal and professional peaks [11, 14, 18, 20, 23, 24, 25, 26, 29, 33].

Turn to the pedagogy of self-development. In the modern standards of education there's a displacement of emphasis from leadership development to help students' self-development. The new sound gets a question about the image of a man who gets the "service" of the education system. The graduate is not regarded as a complete "product" of the system, but as individual, extending its formation and is able to manage this formation, that is, to self-development. This trend is consistently observed in the proceedings of the Congress: "Constantly changing conditions of modern life require graduate to have some formed life skills: the ability to self-analysis and self-control, the ability to allocate their time and energy, commitment to continuous self-development, focus on creative problem solving" [36, p. 77].

The objectives of assistance included the establishment of education as a subject



of his own personality development. We accent, that we are talking about support, creating favorable conditions for self-development rather than the self-development by the "hands" of teachers. The transition to self-development is a definite step in the development of personality, it can not be guaranteed, but we can help prepare. The concept of self-teaching support is based on the position that at the dawn of life the way a person needs to encourage and support actions on the part of the Other (the teacher). However, the adoption of a self-teaching guide does not eliminate the problem of means, which is clearly articulated by I. J. Zimnyakova: "What should be educated to ensure the formation of russian students striving for self-development and self-improvement, a willingness to change in a changing world?" [15, p. 29]. As part of the materials of the Congress several practical techniques and technologies, allowing to implement self-development of pedagogy were discussed by the authors. Given the health risks of loss in the current social and environmental living conditions in the theses I. J. Zimnyakova [15] draws attention to the importance of saving and health promotion as an important resource for self-development of all categories of students. The author describes the national educational initiative, "Our new school" aimed at creating health-keeping environment in the educational space. A.K. Belousova discussed the possibility of using the method of small groups in the educational process. States that "the method of small groups develops intellectual potential triggers the processes of self-development and self-realization through the initiation and development of individual thinking, activates and transforms human potential into tangible ideas, hypotheses, decisions and actions, creating an innovation resource of modernization of education" [3, 6]. In the article of V. V. Dreneva and E.A. Gradusova [12] was shown prospects and problems of psychological support of distance learning technologies in working with students with disabilities, that are able to give these people the conditions for self-development and self-realization with healthy people.

The special issue raised in the proceedings of the Congress – professional and personal self-development of teachers. Orientation of teachers on the value of self-development not only distinguishes, as shown in the study of S.A. Bryukhova [4], more professionally successful and satisfied with their work of teachers, but the unanimous opinion of the authors [4, 13, 30, 31, 32], is the key to effective self-development of the learners. "The introduction of new standards fundamentally changes the requirements for the work of the teacher. Not only the knowledge, skills are appreciated, but having the ability to analyze, synthesize, prioritize, integrate the content of the techniques to find creative approaches for the implementation of policy objectives. The need for self-development of the teacher, the presence of his communication skills, activity, curiosity increase" [30, p. 65]. However, a simple declaration can not change the practice of teachers. You must make changes in the organization of their work and the organization of training. Real steps in this direction has been proposed by L.A. Regush [32], representing the development of Herzen State Pedagogical University. Educational Complex of methodological discipline "Psychology" in "Teacher Education",



intended for the development of psychological competence of teachers, bachelors, and includes a special workshop on self-knowledge and self-development. Respecting the principle of continuity between teacher education and practice, L.P. Popovkina and G.V. Kechina [30] rightly point to the need for continued support beyond the threshold of self-development of teachers of universities, the workplace, “in an educational institution in an atmosphere of trust, mutual assistance shall be carried out targeted work with educators to reform key competences to ensure their professional development” [30, p. 66].

Findings.

Proceedings of the Congress is a crossroads of ideas, giving an impression of fan sentiment, demands, anxieties of modern professional psychologists. In this polyphony of positions and opinions of the category of self-development it serves as the plotting of the trajectories of modern psychological knowledge towards understanding highly complex systems, including as the main part people as active and conscious being, which individually and using social support tends to achieve personal and professional maturity and effectiveness.

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**Abakumova I. V. , Fomenko V. T.**

The didactic standard as a meta-technology of modern education

The didactic standard, being an original meta-technology of education, is fixing its attention on the general, that is inherent in the content of various courses. On the one hand, the didactic standard synthesises those general requirements which are shown for the present by state educational standards in force to the content of definite subjects. In our case these are standards of the first generation. On the other hand, the didactic standard is also beyond standards of the first generation which are becoming invalid, it considers new social, economic and political conditions in the country and is the forerunner of new state standards, those are standards of the second generation. It is possible to say, that the didactic standard is like a bridge between the first and the second generations of standards.

Keywords: *didactic technology, meta-technologies, the educational standard, the didactic standard, state standard, criteria of quality assessment of the quality of educational process.*

Processes of globalization of various spheres of life in the world “globalize” (condense, integrate) both technological component of human societies and thinking of people which reflects it. So, the culture can be defined as a general technology of activity, and activity is a human life unit, and life is a sequence of activities. Education is even more often referred to scale, total technologies of management, along with some other segments of human life activities. Taking into consideration that the named technologies are tremendously large-scaled, and can be placed “over” the less high technologies, and «meta» means “over” and meanings related to it are “above”, “through” [2], then similar technologies are fair to qualify as *meta-technologies*.

Undoubtedly, the state educational standards come nearer to meta-technologies. Why do they only “come nearer”? Because our general domestic education, which will be further discussed in detail, is subjective, and its technological potential is limited and subject-centered. Why are the standards which are still being developed, come nearer to meta-technologies all the same? Because in each course they seize “the core” of the content with its conceptual knowledge and multiple-purpose educational actions. The base in each course, according to the standard, is adequate to it, and remains uniform. Educational programs of schools can diversify it in the way they want, as particularly given standard is embodied in the developed text in a given course.



Nevertheless, the state educational standards really only come nearer to education meta-technologies, focusing on the discrete as a whole, and giving local construction of educational process. *The didactic standard* being an original meta-technology of education is fixing attention on the general that is inherent in the content of various subjects. On the one hand, the didactic standard synthesises those general requirements which are shown for the present by state educational standards which are in force to the content of the definite subjects, in our case these are the standards of the first generation. On the other hand, the didactic standard is beyond standards of the first generation which is invalid, and it considers new social, economic and political conditions in the country and is the forerunner of new state standards, namely standards of the second generation. It is possible to say, that in a certain sense, the didactic standard is like a bridge between the first and the second generations of standards.

It is abundantly clear, that the didactic standard can be correlated to state standards, but it is not actually state, since it originates from state standards in force, then goes further from the science presented, in particular, by psychology, pedagogics (first of all, didactics), logic, aesthetics, ethics, axiology and as it has been mentioned above, it is influenced by new general conditions.

The didactic standard, beside what has been said above, is a meta-technological phenomenon, in the situations whether the headmaster deals with it, either the teacher or the methodologist, carries out an orienting function of a high level of generalisation, which the supreme indicator of abstracting ability of the person, as it is known to didacts and to psychologists. Only in the light of the general is it possible to comprehend this or that definite fact of the reality, – as the knowledge theory says, – and the didactic standard possesses it by all means. We will understand it as the didactic standard of the content of education, because it carries out the organizing function, to the largest extent, in relation to the content.

The didactic standard provides a number of large-scale characteristic features of the content, which are analysed below:

1. *Presence of special, dense enough, subject or material layer of the content in the structure of educational process.* According to psychology (though not the advanced one), activity of pupils can be academic (with sign systems), imitating (the game) and subject (assuming actions with real subjects and relations). According to the same psychology, initial, primary activity is subject activity, performed by actions with texts (art or scientific), with real language, equipment, devices, a herbarium, original live plants, computers, tables, basic signals. There might be formed a material layer of the content concerning which realisation of subject activity is quite possible. In didactics it corresponds to «a subject plan of action». In relation to it, we can see two problems. One of them is enrichment of the general content by the given layer. In real experience of schools it is obviously insufficient. The prevailing part of the content, despite success of computerisation, there is its verbally-conceptual form whereas, objectively, the information can be encoded quite differently. The data of psychology and di-



dactics testify, that quality of educational activity of pupils, including their development, more often is proportional to “thickness” of a considered layer of the content. The other problem is that under conditions of education it is necessary to turn to the person more and more in order to “humanise” a considered layer of the content as well. This plan can be realised with the known position consisting not in the subject plan of action as the initial beginning of training (about what has been said above), but in the vital world of a child which naturally includes a subjective plan. Taking into consideration, that control of educational process assumes, in particular, didactic and any other support, it is necessary to recognise the stated characteristic feature of the content of educational process and its position in the didactic standard. It is important as a control phenomenon in the educational process. We will remember also that the necessity of provision of pedagogical process at modern level, including its information aspect, is pointed out in the corresponding state documents.

2. *Activity character of the content.* According to psychology, activity is the basic content and a condition of development of a person, meanwhile as in classical didactics and especially in practical experience of teachers the attention is mostly fixed on knowledge as a result of activity, but not on the very activity. The didactic standard proved by our theory establishes some kind of balance between knowledge and activity methods as structural units of the content. In our opinion, even in the state educational standards the stress is legally shifted towards activity methods. In some standards we can see long columns of such methods, such as attention to supervision, experiment, the spectral analysis in the standard on physics, work with historical documents in the standard on history, text analysis method in the standard on literature, etc. The content of educational process appears to be a uniform sphere of action of pupils, and this is, undoubtedly, a step to content updating. In connection with activity component of the content, we will pay attention to the following moments. Knowledge is a «flat» activity, and in this sense it represents activity potential and does not contradict the activity approach in such a model of training which sets “liberation” of activity from knowledge as a purpose. Another point of a considered sign of the content proves that activity in our case also includes multiple-purpose educational actions which are recorded in projects of new standards and in standards for elementary school. In other words, it is a question of intellectual technologies of pupils, or, it can be expressed in the terms of rational receptions of educational work. At last, an important point of activity component of the didactic standard is the tendency to the updated understanding of the activity appearing in concepts of «consciousness activity», «semantic activity», «experience activity», «spiritual activity». From the position of educational process management, it is desirable to consider that, while designing educational activity of the pupils, it is important to recognise that in the present period of time the person during all their life studies and upgrades their knowledge and skills. Hence, in the periods of active training of pupils to which, undoubtedly, the school can be referred to (especially future, “new” as it is now characterised), it is necessary for school not to miss formation of the specified competence of the pupils,



assuming – on what we pay special attention to in connection with requirements to a new school – work with the information, work with the text as a data carrier, mastering methods of reading of texts, and hypertexts.

3. *A conceptual component of the content.* It forms «a fundamental core» contents. The operating content is too empirical, oversaturated with actual, event-triggering, and statistical material. Being taken as a principle educational process, such content has a status to form pupils' orienting basis of actions of a low level of generalisation. Really, what development can be carried out, for example, on a material representing dozens and hundreds of formulas in a course of chemistry, dozens and hundreds of names of a live organism in a biology course? The modern didactics rests on the positions of the conceptual content assuming formation pupils' foundation basis of actions of high level of generalisations. Experiments testify, that transference of the content from the empirical level to the conceptual one to a greater extent increases chances of intellectual development of pupils. It is possible to see it on the following example. In a traditional course of the Russian language punctuation and comma placement is considered in the course of studying of the homogeneous clauses, the homogeneous subjects, homogeneous predicates, so to say, of the same "homogeneous" word-combinations, structures, simple and subordinate clauses, etc. Commas are studied within the frames of a narrower subject and various grammatical rules, whereas comma statement in all specified cases is subordinated to the uniform law of uniformity, hence, it should be taken as a principle comma studying. Experiment has shown doubtless efficiency of the second, conceptual approach to studying of punctuation marks. In this case the pupil shows a higher type of orientation, a larger «thinking radius». In such context the idea of didactics and psychologists about «in educational process to follow the way of mastering by leading, organizing ideas and concepts» acquires the special importance (D. Bruner). In the given sign of the content there are two obviously actual positions hidden. The didactic standard prefers meta-knowledge (over-subject, inter-subject) as extremely conceptual. Other position states that a similar sort of knowledge as the content component is after all an activity method. Accustoming, they carry out this very function in relation to the other content.

4. *Problem character of the content.* It is known, that training courses are constructed on a thematic basis. This is the reason why training has the "stretched", "extended" sequence. Formed in this case, speaking the language used in didactics, "radius" of thinking of pupils is equal to the "radius" of educational subject, a rather small structural unit of the content. Our criterion assumes revealing not educational subjects in a training course, but problems and their consecutive arrangement in the time, according to their complexity and to other signs. The training course, thus, is under construction not on thematic, but also on a problem basis. Another pedagogical strategy is set essentially for this purpose. The operating system of training presupposes, for example, studying of creativity of S. Yesenin's and N. Rubtsova's creativity in different subjects and at various times, the problem construction of a course almost certainly will connect the poets in one process. Let us assume, that if the problem of the



small motherland is isolated to study, the “radius” of thinking of pupils will appear to be equal to the radius of a larger and more capacious unit of the content, namely the problem. There is a base to assert, that problem training is understood scanty, at macro-situational level. The considered criterion focuses our attention on the basic substantial-problem level of training and educational process as a whole. It is impossible to say, that this criterion of the new content is considerably incarnate in the state educational standards of the first and the second generations, though problematical character is felt in some cases, but in our opinion, they are not a special obstacle to shape the problems of the contents. It is necessary to underline, that a problem layer of the content is the precondition of creative development of pupils. The new knowledge and new images stem from it, and pupils can become their co-authors. Speaking about prospect of the considered problem content, we can note that the didactic standard orders the reference of educational process not so much to the academic or simulated problems (game of problems), than to their real, vital variants.

5. Integrative content organisation. It is a rather important part of the didactic standard. The integration urgency is defined, on the one hand, by necessity of perception by pupils of a complete picture of the real world, on the other hand, it has even more necessity of complete development of the personality of the child, his understanding of his place in the world. Under these conditions there is a necessity for restriction in detail-centred constructions of educational process as modern education mismatching its purposes. There is an important problem of integration of the content. Not by accident there were not separate subjects in «the Basic curriculum» in due time, but blocks of subjects, naming educational areas. We have acquired interesting experience of working out of the integrated courses (from the content of the subjects belonging to the same block, but on the basis of mainly one of them. For example, mathematics course on a geometrical basis; from the content of the mutually-removed subjects, i.e. belonging to various blocks, such as a foreign language course on a rhythmic basis, a literature course on a musical-graphic basis, etc.). Process of integration of the contents cannot be focused only on creation of the integrated courses, it is wider. Methods of activity of pupils, intellectual technologies, emotionally-shaped component, the ecological content, etc. can be integrating factors. The probes of didactic bases of integration, which have been organised in Rostov-on-Don, urged to reveal its definite forms and kinds, to define character and typology of the connections participating in integrated processes, integration levels etc. It is also important to add, that mathematization processes happening in the domestic education, as well as information, ecologization, humanisation processes are the phenomena of integrative order, and integration prospect actually appears unlimited. The organisation of integrative activity of pupils is interfaced to formation of polycultural educational space of school as a whole. The competence of heads of schools as managing strategy includes a problem of formation and development of the specified space, and it is clear that this circumstance, as well as in the previous case, removes the didactic standard beyond didactic frameworks.



6. *Variative organisation of the content of educational process.* Variability is usually connected with didactic methods, a remedial part of training. Attention to the personality of the child in educational process, a view on education as on formation of the images of "I", "egos" cause necessity of the variative approach and to the content. The didactic standard, according to state standards, breaks the content on invariant (basic) and variative parts. The invariant part of the content which has directly been reflected in the state educational standards, is a reflexion on the social order of the society, a variative part is a reflexion to the person's order [3]. The variative part is known to be presented by special courses and open classrooms (additional courses). Already there is an interesting experience of working out and functioning of special courses and open classrooms («History of the Chinese poetry», «History of Russian church», etc.). Special courses and open classrooms represent that sphere of educational process, where comprehensive school and higher school are most closely pulled together. The contents of such courses and open classrooms are beyond those that are defined by the state educational standards, for they have deeper, or more original content and can be realised only by the experts of very high qualification, which can be found, as a rule, in higher schools. However, it is necessary for schools to have staff, whose qualification skills are of the same level with specialists of higher schools. It brings attention to the question of preparation of a new generation of teachers by pedagogical higher schools, and on their retraining in the system of improvement of professional skills. It is easy to trace the connection of variative organisation of educational processes with diversification, differentiation and even with individualization as an extreme case of differentiation. Moreover, the asynchronous training which is starting with individual trajectories of development of pupils and based on an individual choice of the content of education corresponds with it. It is desirable for head of a new school to own the similar thesaurus, to see both the general, that unites the named concepts, and their terminological shades.

7. *Compliance of the content of education to the level of scientific and technical progress.* It is one of the most important features of that content of educational process to which a new school should aspire. However, it has not found sufficient reflexion in the state educational standards. We focus our attention to necessities of realisation of three directions, in particular. First of all, it is the content information as a whole, not limited to a computer science course. We have already got a small, experience of training of the information coding by means of mathematical signs in the course of mathematics, the same can be said about chemical signs in the course of chemistry, metaphors and other art means in the literature course etc. The purpose of the similar content consists in pupils' perception of the world as a uniform information field, that is, naturally, not quite the same, that pupils' perception of a complete picture of the world. Not less important and promising direction of updating of the content is general mathematization. In the given relation there is some practical experience, for example, application of mathematical methods in linguistics. The special course «Mathematics and painting» is approved, a special course «Mathematics and a sound



wave» is being designed at the moment. A well-known physicist Landau expressed a very precise idea, in our opinion: the physicist is not obliged to know physics, he is obliged to know mathematics. In this paradoxical statement the thought on the mathematics as a general language of science is stated, and mathematization contents should really accept the general character with consequences following from here (a professional training etc.). At last, underlining necessity of conformity of the content to level of scientific and technical progress, it is necessary to say about expediency of inclusion in the new content of elements of theories of systems, structures, processes, games, texts. All these theories are a fruit of scientific and technical progress and, undoubtedly, should find reflexion in training courses of a new school, it is impossible to forget for headmasters.

8. *Compliance of the content of education of socially-democratic strategy of the society.* It is easy to see correlation of this criterion and the previous one. It means, first of all, a turning movement of the content towards universal values. This turning movement is shown, first of all, in the humanitarization of contents, including natural-scientific disciplines. We know about the experience of working out of the textbook of humanitarian physics, for example. The considered criterion assumes also economization of contents. The urgency of economization is defined by society movement in the market economy, and it should be, on the one hand, prevailing, and on the other hand, it should be general. Now in one of the economic lycées they conduct an experimental working off of models of economic education for pupils of primary classes. It is known, that children like games, for example, in shop, reading fairy tales of economic content, and the similar facts can be and should be used in the program of economic education of pupils. At last, the criterion marked by us assumes necessity of ecologization contents, and, as well as in the case with information, mathematization and economization, it cannot be realised only at the expense of special subjects. The problem should be tackled with all palette of the content, system of all training courses. It is important to underline, that ecologically focused content means also its value-focused character, if we take into consideration ecologically dangerous conditions in the country in particular.

9. *Personality-meaningful character of the content.* In due time a well-known psychologist A. Leontjev wrote that operating educational process is saturated with meanings and is not saturated with senses. So is modern educational process, and first of all, its content. In most cases it has an aloof character, detached from the pupils, the investigated phenomena, processes are not perceived by them as a certain social value, they do not see in it the sense «for themselves». In the state educational standards the attempt to deduce the content on personality-meaningful level means its correlation to sphere of desires of children, to their age characteristic features, their individual interests. The problem of motivation of the doctrine of schoolchildren, their positive relation to educational activity would have been resolved more successfully. Usually the development of pupils is considered to be the development of thinking, imagination and, in essence, impersonal characteristics of the person. It should be



interpreted much more widely – as the development of personality-meaningful, valuable sphere of pupils. In accordance to that it is necessary to update the content, fixing it finally on the person as the greatest value [2].

10. Reflexion of specificity of field-oriented training in the structure of the content of education. The didactic standard stems, first of all, from the general bases of the content of educational process. Specific and variative features of the content have been noted above. It makes sense, considering the question urgency, with a separate sign in the didactic standard to allocate perspective of the subject, and also the meta-subject content under the conditions of field-oriented training. Didactic perspective is triggered by various circumstances, in this case it is field-orienting. If the mathematics is taught on a mathematical field-orientation, it would be a mistake to speak about a didactic perspective. If we consider, supposedly, mathematics on a biological field here, we will obviously not be able to do without a “perspective”. The mathematics will bear the seal of the biological content, just as biology will bear the seal of the mathematical content. It would be no use to train the future biologists in mathematics if it “does not work” for biological preparation of pupils. The same can be said about other training courses, in particular, when it is a question of the mutual-removed content (humanitarian courses on the natural-mathematical field, the natural-mathematical content on humanitarian field). In the situation of a dialogue of cultures arising here, senses “are cut”: pupils at the similar organisation of educational process start to realise the real importance, sense of the material which directly has been not connected with the field. Clearly, that, not having mastered similar pedagogical strategy, it is difficult, if not actually impossible to design field-oriented preparation of pupils.

11. Presence of a forestalling component in the structure of the content. In operating educational process the content is presented in overwhelming majority of cases by the teaching material which is subject to studying at present moment of training, and which has also already been studied, and from “the past” has been integrated to the process happening now. It is useful for heads of educational process to pay attention of teachers and methodical services to reasonability of didactic designing, at which the training content joins the teaching material taken from the future. Training process gets in this case a forestalling character: the material is subject to development only in the long term, but it already integrates to the given lesson. Returning back and passing forward – such is the flexible, mobile logic of the content which, hopefully, will take a sufficient place at the new school. In science such kinds of didactic advancing, as a near, average, distant intersubject advancing, such signs, as its structure, levels are allocated and proved enough. Heads of schools should know, that inclusion in the content of training of a forestalling component methodologically is proved by the known theory of forestalling reflexion of the reality by a live organism. There are also some successful papers executed at the didactic level. It is desirable to take into consideration such a “hyperforestalling” fact. As the new school will be urged to prepare children for the future life, and positive realities in the pres-



ent life are often absent, the teacher can take them from the future not didactic life in the forestalling way, using a didactic arsenal of means available for this purpose (imitation, games).

12. Inclusion of personal experience of pupils in the content of educational process. Pupils get a significant amount of the information outside of educational process and school in general (TV, radio, cinema, popular science fiction, advertising, etc.) They have a disorder set of impressions, their personal experience is defined not only by pedagogical factors. Educational process, unfortunately, is indifferent to this experience in most cases, knowledge spontaneously acquired by children often appears out of sight of the teacher. The problem is how to integrate the personal experience of pupils in the general structure of the content, and to some extent to regulate its formation, and also to use as the factor of studying for program material. We have to admit, that such integration mechanism of a disorderly information being acquired by children from various sources has not been developed yet. It should be subject to scientific judgement and experimental research. At this stage it is possible to say, that a problem of "intervention" of the teacher in personal experience of pupils is complex. When a child watches a TV program at home, this "activity" can be qualified as free. The task of the teacher actually deprives the child of his specified freedom, and can decrease his interest to TV. As we see, the given problem is not only didactic, but also psychological, that, undoubtedly, strengthens its urgency. In the methodical and standard materials regulating educational process, it should undoubtedly take the appropriate place (for more details see the Application).

Here we will finish to describe the characteristic features of criteria of the content of the modern educational process, included into the didactic standard and partly, in the state educational standards. We have undertaken only the first attempt to describe the didactic standard of the content. It is possible, probably, to follow the way of other criteria, some criteria can be incorporated to a larger one, and some of them can be neglected. It is important, in our opinion, to research the very principle of allocation of the uniform didactic base of the state educational standards and the content as a whole, and also its treatment as a didactic standard.

In summary we recommend to headmasters, to their deputies on education, and methodical services of the didactic standard to conduct methodical seminars. The work with the didactic standard can be considered from two points of view. On the one hand, the headmaster, organizing educational process on the basis of the given standard, should represent his theoretical and technological bases, to master it as a concept. On the other hand, the basic subject of training, that is the teacher, who is aware of the activity of the authorities, and who, naturally, should be well informed about the didactic standard. The didactic standard is a uniform sphere of action of the one who realises it. In our opinion, it might be efficient to lead similar work on development of the didactic standard and to organise it with listeners: with headmasters, their deputies, methodologists, and with teachers. It is possible to organise mixed groups with the related organisation.

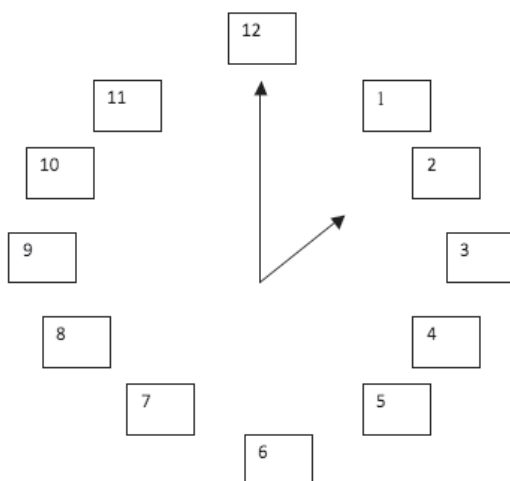


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The appendix

Basic signal to a problem of the didactic standard



The note: figures designate the criteria of the content of process of training characterised above at new school.

Fig. 1. «Didactic clock» or “big wheel”



Belokon I .A.

Acmeological features of sense divergence as a factor of professional self-determination

Sense divergence, as a personal intension to disclosing of sense of the personal-professional potential, in a situation of professional self-determination becomes the factor, initiating the active choice of multidimensional mini-stages of professional formation, and the mechanism safeguarding the person' existence in the future. The programs of additional education of a psychological orientation provide development of meta-abilities connected with a choice of the further trajectory of professional self-realization on the basis of sense divergence as a basis of correction of life plans of personality.

Keywords: *creativity, creativeness, value-sense choice, sense divergence, professional self-determination, polyvariative career.*

An occupational choice as a main body of professional self-determination of personality (A.A. Derkach, E.F. Zeer) represents one of the major value-sense choices influencing a life trajectory of personality in whole. This is the choice that defines a specificity of self-perception of personality as the subject of successful self-realization not only in a profession, but also in wider life realities: social recognition, personal status, appreciation of the significant Others, self-appraisal (S.T. Dzhaneryan, E.A. Klimov, V .A. Labunskaya, A.K. Markova, L.M. Mitina, O.V . Moskalenko, N.S. Pryazhnikov, S.S. Sagaidak). However the situation of last years shows that the occupation choice made in youth not always meets requirements and gives an opportunity to realize own potential and to correspond to a level of own claims (K.A. Abulkhanova-Slavs-kaya, A.A. Bodalev, T.P. Skripkina, Z.I . Ryabikina, D.I . Feldstein). The developing socio-cultural conditions (an economic situation in the country, features of the labour market and education, a value devaluation of many professions) catalyze the motives of occupation change, repeated choice of occupation, acquisition of additional qualification. Dissatisfaction with the process of work and its results, absence of adequate social-professional motivation to the professional work content, deficiency of directional technologies of development of professionally significant skills and abilities, low organizational standards of labor – all these very often induces even mature age people to overestimate their professional achievements and to compensate own dissatisfaction at the expense of a new career cycle. Psychology should consider the specificity of professional retraining and additional qualification acquisition (N.A. Baturin, S.P. Beznosov, L.M. Mitina, E.E. Symanyuk, A.V . Filippov).



Acmeological researches of the laws of professionalism development, focused on personality development and its self-improvement (A.A. Derkach, V.G. Zazykin), show that an important component of personality professional self-determination, which in many respects determines the possibility to overcome the earlier generated attitudes and stereotypes, is sense divergence as an intention to an independent choice on the basis of personal-significant sense preferences.

A high level of sense divergence development actualizes the sense preferences caused by predilections of personality, instead of external stimulus circumstances; it generates "the internally difficult world" characteristic for the value and creative subject with a high level of variability in behaviour and appraisals; it is a basis for active development of the person's reflective abilities, adequate aspiration for competencies which determine the person's possibility to project own professional future in conformity with basic life values (I.V. Abakumova, A.G. Asmolov, V.P. Zinchenko, D.A. Leontiev, T.A. Matis, V.A. Petrovsky). Sense divergence in many respects influences professional self-determination and success in the most different professional spheres as it allows to construct a priority orientation and time prospect in conformity with basic life values (V.M. Golubova, I.A. Maidannik).

Sense divergence is a new enough concept which allows to reveal the specificity of creative activity from its sense filling. Thanks to this polygenetic essence, creativity can be explained neither proceeding from the person's natural inclinations (biocentrism in understanding of abilities and inclinations), nor from the point of view of the social influence of developing environment (sociocentrism). At creativity there are presented both cognitive and sense components which ensure the person's opportunities for generation of creative thoughts-images qualitatively distinguishing from the earlier learnt during interaction with reality and reflexion of own inner world.

The person's life world is an initial condition of occurrence of senses, source of sense formation. The specified world considerably differs from the "general" world with which phenomena, facts, events and other fragments the person is not mostly faced. This part of the world, estranged from a concrete person, is presented, in particular, by reality and the objective meanings reflecting it, embodied in culture texts. Culture also functions in a not text form as a real being in the form of real relations and norms of people's behaviour. Thus the real being of culture and the real being of the person and especially the being "in general", as a rule, do not coincide; the world of the real being appears wider than the culture being. A special part of culture is its art segment, formed not by objective meanings, but by "uncrystallized", "objectivated" subjective senses of those, who created this part of culture. However, as the text is not the sense, it is only a place indicating the sense, the text art culture, while the subject has not made contact with it, can be qualified as an objective structure of meanings.

As opposed to the world "as a whole", the person's life world is the world of his/her relations with the obviously limited part of reality. E. Gusserl and L. Binsvanger have



put into practice the life world concept, however last years it has been filled with a new content. There appeared a whole school which representatives it is possible to call the psychologists of "Life worlds" for convenience (F.E. Vasilyuk, D.A. Leontiev). In their opinion, some "life world" fragments have greater value for him/her, and his/her subject experience, life relations locking on them is more intensive and dynamical; the others have insufficient life importance and the subject's relation to them can be less expressive; the third ones can be presented only potentially. These relations are defined in science as life senses (D.A. Leontiev). Their occurrence, formation and development, which is naturally realized in the individual's subjective sphere, are caused, nevertheless, by the life determinant of a concrete personality, expressing life particularly has an objective character.

Life senses concept introduction into the categorial apparatus has allowed to differentiate sense manifestations, having distinguished and described as situational sense manifestations (sense formation motives, personal senses, sense attitudes), and stable personal formations (sense constructions, sense dispositions, sense regulation). Life senses, arising from a real need of the human's being and forming the subject's life world, in our opinion, can be attributed to the category of actual senses and be included in a sphere of actual sense relations. In comparison to this, life senses arising from an objective life necessity, relatively not entering into a person's life space of values, we attribute to a category of actual senses. Any fact of reality, placed into the person's life orbit, may initiate occurrence of sense relation to it and become the reflectively absorbed by "I-concept", filling it with a new sense content. A.N. Leontiev wrote: "Life defines the sense", and really possibilities of formation of the sense of life strategies are produced through entry of "the large world" into the person's life world. It is within the limits of differentiation of sense formations where there was offered the concept of sense divergence which is considered as an aspiration of personality to realize in various forms and life manifestations, those value preferences which are the most significant. Life senses are determined by the life logic, are revealed by its circumstances, are a rigid enough structure related to the life necessity, with softly expressed psychological content, on the opposite side there are found out deeply psychological, stable, "core" (A.G. Asmolov, B.S. Bratus) personality senses as the higher senses-values. This is the pivotal sense structure of personality, making its base "I", that realizes the sense regulation of the person's life activity. According to I.V. Abakumova, "in interaction of two sense strategies in the same sense space of personality the sense formation process assume the character of sense self-actualization and the mutual enrichment of sense strategies themselves".

The persons having possibility for creative self-realization are rather well society adapted as it does not render an unconditional influence on them. They are guided by the internal, instead of the external control locus; their activity is oriented not to the generally accepted norms and standards, but to own system of values which is very stable. Their keen interest in the business to which they have devoted themselves, to



creativity in general is inside of them and is connected only with their individuality (V .N. Kozlenke, E.A. Soldatova, E.E. Tunik).

Thus in modern psychology sense divergence is treated as an intension to variative, multidimensional disclosing of the sense comprehended and chosen in the most various life aspects. It is possible to suppose that sense divergence may be considered as a certain stable sense of life strategy (it is not so much a rational or intellectual choice as a choice of that has personal sense and subjective importance for the subject).

Special section of sense divergence researches is a research of various aspects of its manifestation at a stage of professional self-determination. The person constantly faces the problems demanding his/her definition of own relation to professions, sometimes the analysis and reflexion of own professional achievements, decision-making on a choice of occupation or its change, career specification and correction, solution of other professionally caused problems. The whole complex of problems in researches on profession is explained by the professional self-determination concept.

One more impulse to studying of sense divergence as a factor influencing a strategy of professional self-realization were foreign theories of career in which the tendency of the modern world is reflexed – the same person throughout own life not simply wants to expand the professional space, but also to self-realize in various professional realities.

For the present research the theory of polyvariative career attracts the greatest interest as for such career of professional self-realization sense divergence is the major factor. In this approach the important criterion is not the person's biological age, but "the career age". For example, someone reaches "a summit" over 5 years, another – the middle of the career way peculiar for this activity sphere.

According to the polyvariative concept the worker having a claim on success, needs to possess not a set of concrete skills and abilities, but meta-abilities: the ability quickly to adapt to often changing conditions of the org environment and to effective self-training. Thus, not detracting from a role of the studied factors (social, economic, organizational, etc.), they prioritize personal factors. Thus career is considered as a process which is controlled not by the organization, but by the person. In the polyvariative approach context the person's professional life does not contact any single organization (that now even in our country is extended commonly enough).

The polyvariative career is a set of all situations of the choice of vectors of professional and official advancement. The criterion of such career success is invariant – the decisive importance there has the person's subjective consciousness of own success ("psychological success"), instead of external signs and marks.

In the present research we have diagnosed the features of people who received additional qualification under psychological orientation programs.

The whole set of the investigated has made 251 persons at the age from 25 to 56 years – the listeners who have received an additional qualification (see table 1).



Table 1

The respondents' distribution in specialties and years of study

The year of study	The group		
	The psychology of personnel management	The psychologist-trainer on training and development of personnel	The psychology of organizational-administrative activity
2004–05	17		
2005–06	23		
2006–07	16	18	
2007–08	26	36	
2008–09	15	25	
2009–10	11	22	4
2010–11	8	16	14
	The psychology of management of human resources		
2011–12	19	30	6
Groups' total:	116	117	18
Total			251

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Gurov S.V.

Psychological features of students' sense formation: types, styles, strategies

Such factors as age, education, professional self-determination influence the sense sphere formation at the preadult age. Depending on influence of the variety of factors the sense sphere of personality at the preadult age will have various degree of formation and it will influence the young man's purposefulness, ability to a goal-setting and general life satisfaction. At the present stage of development of psychology there are distinguished various types, styles and strategies of sense formation which are necessary to be understood as a personal readiness to perceive the education content at a value-sense level.

Keywords: *sense sphere of personality, sense formation, technologies of sense formation initiation, types, styles, strategies.*

In the psychological-pedagogical researches devoted to the sense formation problem it is possible to distinguish the following basic schools which consider the problem of sense initiations at student's age:

- researches of the problem of knowledge deducing on a personal-sense level (V.V. Znakov, Y.M. Shor, V.P. Zinchenko);
- studying of the problem of relationship of the motive and the purpose of educational activity (A.N. Leontiev and his followers);
- studying of the personal sense existence forms (D.A. Leontiev, V.E. Milman);
- research of the personal sense as a pedagogical factor (I.V. Abakumova, V.T. Fomenko);
- development of the technologies of directional and mediated transmission of senses in the educational process (I.V. Abakumova, L.T. Kagermazova).

In numerous works devoted to the problem of sense formation initiation (I.V. Abakumova, A.G. Asmolov, E.V. Klochko, V.E. Milman, M.S. Nyrova, E.Y. Patyaeva) it is raised the question of necessity of development of the didactic technologies which actualize sense processes of the learner. It can be the technologies ensuring self-actualization of the subject experience of pupils and students (emotional-psychological attitudes and emotional-psychological generalizations in learning, emotional-psychological advancing, personal-sense context, transformation of the theoretical material into the figurative); dialogue technologies (external, internal, plural dialogues, dialogues of epochs, dialogues of diversified cultures); game technologies (role and other kinds of didactic games, including computers with its visualistic possibilities); the technologies ensuring students' self-expression (choice situation, personification, tasks for self-reflexion manifestations, zones of existential dialogues); technologies of psychological-didactic support (success situations, zones of students' self-differentiation and self-individualization, models of life self-determination, modelling of life situations



and behaviour situations, a method of personally significant concrete situations, an incident method, sense immersion).

However in developing the sense formation initiation technologies it is frequently not considered that students, the pedagogue focus the sense transmission on, have various sense formation potential. The sitting in a lecture room may have an extremely various readiness to sense actualization. What is the dependence? Certainly, there are many personal factors, but we would like to specificate the processes of the very sense nature and to make differentiation of those sense characteristics which influence a level of potential readiness of personality to the sense formation process. Types, styles and strategies of sense formation can act as such characteristics.

Sense formation types are a special state of readiness to search of senses, accompanied by experience of life sensemaking, the person's personal interpretation of own position concerning formation of a life line, own place in society and a mode of life [7].

T.V. Shreiber has offered indicators which allow to reveal sense formation types at the secondary school and student's age:

- a level of comprehended self-regulation acting as an integral indicator of formation of the basic regulatory properties, adequacy and efficiency of self-regulation system functioning;
- a style of self-regulation reflecting individual-typical features of voluntary activity regulation and realization;
- as the sense formation activity determinants there may be considered communicative and intellectual activity;
- motivational properties – a goal level and a level of aspirations.
- These indicators have allowed to reveal various sense formation types:
 - a type with the equally expressed goal and life process orientation;
 - a type with the dominating process orientation;
 - a type with the not expressed sense of life orientation.

Distinguishing of sense formation types has allowed to designate them as high, average and low levels of the sense formative activity.

1. The respondents with a high level of the sense formative activity are focused on communication; they are opened, but at the same time authoritative, emotionally stable, control their emotions and acts well. They are notable for high purposefulness and a high level of aspirations, have a high sociometric status and positively estimate group relations. High intellectual and psychomotor activity is inherent in them. The system of the comprehended self-regulation is highly developed, is notable for harmonious formation of all regulator links.

2. The respondents with a low level of the sense formation activity are introverted, reserved, passive, estimate a group psychological climate as negative. They have high anxiety and at the same time a low level of self-control of emotions and behaviour. They are independent and at the same time they do not have definite goals which should be defended. Their self-control is notable for low adequacy, flexibility and con-



sciousness, and also the lack of the ability to program own actions. That is, their sense formative activity is chaotic, situational, not enough comprehended.

Along with the research of sense formation types, the modern psychological science (especially its acmeological component) has the characteristic of sense formation styles which are interpreted as a stable system of interaction of intensional-sense and motivational-dynamic components in the course of self-realization of personality. According to D.V. Egorov, in various professional contexts self-realization is various and it is possible to distinguish its stable components which are shown in the form of the general and specific characteristics of the intensional-sense and motivational-dynamic sphere. Tolerance to the others and self, desire to keep up physical and mental health, independence in judgements and in a choice of own behaviour strategy, aspiration to find satisfaction in the process of education and the further labour activity are attributed to the general characteristics. The specific characteristics of self-realization are various depending on a personal orientation of students. Features of self-realization (and consequently sense formation styles) start to be formed at the initial stages of professional formation and become a stable personal-sense construct of students at the finish of their high school education. For revealing of the students' sense formation style it is necessary to distinguish the general and stable components of self-realization peculiar to all students irrespective of a personal orientation: motivational characteristics, aspiration to self-actualization, value orientations and sense of life strategies. This construct is characterized by rather high indicators of life sense-making and self-actualization; it includes love, health, presence of good and loyal friends, erudition, good breeding, independence as leading values, an average degree of expressiveness of the motivation of achievement and avoiding of failures. The listed characteristics allow to distinguish a number of general factors characterizing the sense formation style: "a factor of learning motives", "a tolerance factor", "a health factor", "an independence factor", "a factor of interest in work and study", "a factor of mutual relations". For the self orientation group there are distinguished factors: "a factor of professionalism criteria", "a career – love factor", "a factor of life wisdom manifestation in learning", "a factor of study risks", "a factor of stereotypes in aspirations"; for the communication orientation group there are peculiar factors: "a factor of active and various life", "study as an end in itself", "means of productive life achievement", "self-control in communication", "the pessimistic relation to employment"; in the business orientation group there are distinguished: "a goal factor", "a factor of activity constancy", "an openness factor", "a similarity factor", "a self-control factor".

Another typology of sense formation characteristics is connected with distinguishing of sense of life strategies. Depending on influence of external factors the sense sphere of the personality at the preadult age will have various degree of formation that will influence the young man's purposefulness, ability to goal setting and the general satisfaction in life. This is the stage where sense of life strategies are formed – "a stable system of personal senses of the individual, allowing to optimize or minimize the subject's activity in mutual relations with the objective reality and shown in the relation to



the activity purpose, process and result, and also in the relation to life and self" [1]. Sense of life strategies are shown in three spheres: in the relation to self, concerning other people, the society requirement as a whole. In each of three spheres there may be formed corresponding personal manifestations which will have rather stable character.

Sense of life strategy represents a special case of more global, integral formation – a sense of life concept of personality. It is possible to say that the sense of life strategy represents a dynamic projection of the sense of life concept of personality on concrete conditions of everyday life.

T.V. Stolina makes the following definition of the sense of life concept – “it is an individual generalized belief system concerning the purposes, process and result of own life. In this concept there are inherent values and needs, relations and constructs of a concrete person. The sense of life concept starts to form by the preadult age, may be changed and transformed throughout the person’s life, but at a certain stage of ontogenesis is rather stable” [5]. Thus, it is possible to say that the sense of life concept is a pivotal orientation of personality, its meaning of life. It comprises those life sense universals, those values which make a personality basis.

The formation mechanism of the sense of life strategies is defined by a number of factors: features of motivational-intentional sphere, chronological age, life context, sociocultural and economic conditions. The formation model of the sense of life strategy proceeding from the above-listed assumptions, may be interpreted in the following way. Sense strategies are a dynamic component of the sense sphere. They are sense new formations of personality changing the whole of sense structure.

The aspiration to describe the sense sphere formation dynamics through rather stable strategies has generated the aspiration to ordering, natural desire to arrange senses in a system order depending on the specificity of sense formations of personality. As the most obvious there is a diadic sense nature, its continuum dynamics from the minimum to the maximum saturation: from the forming sense – to the formed, from the undefined sense – to the defined (within the limits of the value relation), from the comprehending sense – to the comprehended. At such approach it may be traced a natural sequence as an integral dynamic characteristic of individual consciousness, is found out in the sequence “from a sense trace – to a categorial designation of the sense in its shown kind” and, actually, corresponds to that logic of the sense formation process which is revealed by us as a stable sense orientation i.e. the sense strategy.

The distinguished and described types, styles and strategies of sense formation allow to impart a directional character to the educational process. The teacher, being guided in the sense potential of students, can actualize students’ sense formation much more successfully.

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Savchenko A.B.

Communicative strategies of teachers as an initiation factor of students' sense formation

Sense communications in the educational process essentially depend on communicative potential of the teacher's personality, on a level of sense saturation of the educational process planned by the teacher as the subject of influence on the student.

Keywords: communication, pedagogical influence, communicative style, communicative strategy, sense formation.

As researches show, the volume of knowledge, abilities and skills does not guarantee a high professional level of the expert. Therefore today there are developed new approaches to the analysis, estimation and management of the education quality, personally focused technologies, allowing to prepare a competent expert, apprehending and developing own personal qualities and abilities, possessing the personal resources, capable effectively to solve professional problems in the conditions of dynamically changing activity requirements. A specific aspect of the problem is a pedagogical activity. Now an indispensable condition of the teacher's effective work is development of the pedagogues' communicative culture, formation of the teacher's communicative abilities, along with knowledge of the subject and the bases didactics. According to our hypothesis, the pedagogue's individual communicative style is formed with due regard for not only technology requirements and natural preconditions, but also in many respects depends on of the teacher's value attitudes and sense orientations. In the whole of integral structure of the educational process the sense formative context manifests itself as a sense formative activity initiation of learners through sense communications in the form of the directed transmission of sense from the teacher to the pupil. The external world knowledge and knowledge of various phenomena, the experience of the learner take on value only in the relation to some wider informational-cognizable context in which it is the pedagogue who defines a vector of the purposeful cognitive process as a sense communication. Such approach allows on to consider the whole variety of categories connected with pedagogical communications in a new fashion. So, the teacher's personality communicative potential which is traditionally considered as an individual-original complex of communicative features of the pedagogue (intrapersonal and behavioural), characterizing his/her possibilities in realization of the pedagogical activity communicative constituent, it is necessary to supplement with the value-sense component initiating students' sense formation.

Many authors of our country investigating questions of communicative features of personality have noticed the fact that the complex of the person's communicative possibilities is a difficult system (V .M. Zhukov, V .I . Kashnitsky, R.A. Maksimova, V.V. Ryzhov, etc.).



In the structure of communicative potential of the teacher's personality they distinguish four interconnected levels: base, substantial, operational, reflective.

The purpose of each level is to provide a certain aspect of communicative constituent of the teacher's professional activity.

The base level of communicative potential defines the teacher's general orientations and motivation of communicative actions, its correlation with professional problems. The base level includes the teacher's deep attitudes and value orientations in the communicative sphere.

The substantial level of communicative potential provides the teacher's construction of communicative programs and plans of professional communication with the purpose of solution of a concrete pedagogical problem. Each teacher models own communicative behaviour differently, proceeding from specific features of mental processes, from temperament and character features.

Besides, the success of construction of individual communicative programs is defined by width and depth of the teacher's complex of knowledge.

The operational level of communicative potential of the teacher represents a system of individual communicative abilities and skills. This level is called to ensure the fulfilment of necessary communicative actions during practical realization of communicative plans for a pedagogical problem solution.

For the teacher there are important such communicative abilities as ability to organize contact with the class; ability to listen and hear learners, ability to realize individual communicative possibilities in public speaking, in conversation; ability to take an optimum communicative position in contacts; ability openly to express own feelings and relations; ability to find conflict situation escaping; ability to give an appropriate response to acts and statements of learners and etc.

The individual system of communicative skills and abilities is directly shown in the teacher's communicative behaviour.

The reflective level of communicative potential ensures the teacher's estimation and analysis of own professional work.

The reflective level of communicative potential of the teacher contains a unity of intrapersonal features, i.e. abilities to self-research, self-improvement, analysis of cause-and-effect relations, doubts, realization of value criteria; and behavioural features, i.e. application of the above-named features to the pedagogical activity difficult conditions and circumstances.

Thus, the reflective level of communicative potential represents a system of individual ways and methods of introspection and self-analysis, acting as a condition of self-improvement of the teacher in the pedagogical activity communicative sphere.

The interrelation of all levels of communicative potential of the teacher's personality ensures realization of the teacher's complete communicative action directed on a pedagogical problem effective decision.

It is obvious that for distinguishing of the communicative component of pedagogical styles and the work perspective of the teacher as a directional translator of



senses in the educational process, from the structure of leading factors of pedagogical abilities it is necessary to isolate those that are most closely connected with formation of the pedagogical activity communicative components, to define the relative contribution of its certain components and expressiveness of the communicative component of pedagogical style in the personal organization structure.

Observations and special researches have shown that the pedagogical activity efficiency is caused by the relations formed between the teacher and the student in a great measure (A.A. Bodalev, N.I. Gutkina, E.I. Iliin, V.A. Kan-Kalik, S.S. Kondratieva, N.V. Kuzmina, A.V. Mudrik, I.V. Strakhov, A.I. Scherbakov).

Since among the data the leading personal formation initially is individual distinctions in understanding and empathy, this is the quality that may be a base component of the communicative factor of pedagogical abilities, conjugately connected with the mechanisms of communicative sense formation, and the other two factors – with the pedagogical activity style (i.e. ability to choose the methods of pedagogical influence and self-realization). More often in social-psychological works this quality is called as empathy.

In the psychological-pedagogical literature there are more often distinguished the following pedagogical communication styles: cooperative, organizational-active, expressive and passive (inefficient). It was revealed that at the pedagogical communication style realization it is defined by the personal properties connected with objectively-psychological manifestations of communicative potential up about 90 percent. As a successful enough typology we have used the characteristics offered by S.A. Shein (1990) and have received the following distribution:

- for the first pedagogical communication style (approximately 29% of pedagogues) there are characteristic activity, sociability and high communication efficiency;
- the second style (6%): self-submission to professional work purposes, devotion to work and pupils in combination with mistrust to their independence, substitution of their efforts by own activity;
- the third style (4%): superficial, deproblemitized, harmonious communication with the insufficiently clear defined pedagogical and communicative purposes, turning to the passive reaction to a situation change; absence of aspiration for profound understanding of pupils, substitution of his/her orientations for “non-critical” compliance, external formal benevolence at internal indifference or the heightened anxiety;
- the fourth style (10%): cold detachment, extreme restraint, expressed distance, superficial role communication orientation;
- the fifth style (3%): egocentric orientation of personality, high need for success achievement, the expressed demands, well masked self-esteem; high development of communicative abilities and their flexible use for the purpose of the latent management of the people around them; good knowledge of pupils’ strengths and weaknesses coupled with own closure;
- the sixth style (25%): aspiration for domination, “education-compulsion” orientation, prevalence of disciplinary methods over the organizing; egocentrism,



claiming of compliance at ignoring of the pupils' point of view, intolerance to their objections and mistakes, the lack of pedagogical tact and aggression;
–the seventh style (7%): nonacceptance of communication and own professional role, pedagogical pessimism, the annoyed-impulsive rejection of pupils, complaints of their hostility and "in corrigibility", aspiration for minimization of communication with them and aggression manifestation at impossibility to avoid it.

According to I. V. Abakumova and L.T. Kagermazova, the individual pedagogical style influences the educational process sense saturation. The sense communications (an essential component of the pedagogical communication) should be understood as an intension – actual intention of the pedagogue to enter into communication with the learner as a value interaction for the purpose of reflective-sense stretch of available knowledge in a new consideration context and assumes the active inclusion of information received, comprehended, interpreted and included in the learner's life experience system. The sense communications in the educational process should be considered as a system of influence on the person, causing changes of a semantic dynamics through which there are realized any changes of the subjects' of learning sense sphere. It is a procedural component of the group sense formative content, first of all focused on development of learners' sense, value sphere, makes possible "the substantial generalization" in the educational process (V. V. Davydov), allows to construct the model of sense formative education forming the semantic orientation directing personality to search of certain higher senses, the sense of life strategy of personality.

The directed transmission of senses in the educational process essentially depends on an orientation of communicative attitudes of the teacher's personality. The most general are the following attitudes:

- 1) equality in communication or its rejection;
- 2) creativity or stereotypification in communication;
- 3) achievement of mutual understanding or its refusal.

Ensuring of the sense formation mechanism is possible only in conditions of the subject-subject communications in which frameworks the interaction of the teacher and the learner is organized in a dialogue mode.

A teacher-student vector of interaction considered as a sense formation intension has a certain stable orientation, however the logic of this process realization may be various. In real practice pedagogical communications are subjected to considerable changes mainly accompanied by transformation of the influences which it is necessary to render on students as a target audience. The communicative strategy as a work on management of senses (at all convention of management of that is generated by mentality intentional essence) is understood in educational process as a strategy directed on "management of processes of creation of a picture of the world peculiar to this segment of the world, united by both a uniform system of values, and uniform communicative possibilities". The stronger these communicative possibilities are, the more active the general sense formation processes occur. We distinguish the communicative processes from the purely informational in the same relation in which



we distinguish informational processes from data transmission technical processes proper. Communicative streams are the sense formational, and informational – as a form in which this sense is presented. Till now this problem has been remained out of view as it was not one of the basic practical questions problems of the modern educational technologies. However as a whole the existing changes may be designated as a change of communication educational strategies and this problem certainly becomes one of the major in the psychological-pedagogical conception. The communication strategy is a value-sense intention and its realization presented in a technology, i.e. a choice of space, type of interaction, a set of transmitting senses concerning which the knowledge transmission system is constructed.

Empirical researches of pedagogue's communicative styles have allowed to reveal the following.

In the educational process pedagogue's communicative strategies may be differentiated according to the way there are transmitted the senses which are presented in informational constructs, subject to mastering. As the basic strategies it is possible to distinguish the manipulative and conventional ones. At the manipulative strategy realization the sense is generated and transformed before the process of its transmission. In this case actions of the "teacher-student" parties are unequal, and one party (a sense producer) governs the other party (an addressee). At the conventional strategy use the sense is generated and transmitted in communication process where actions of the parties are equivalent. In the conventional communication the management of audience is open and equivalent.

Efficiency of communicative activity as a directional sense transmission in many respects is ensured by a complex of individual communicative features of the teacher and shown in possibility to understand a communicative situation, to define a level of its sense saturation, to orientate correctly in it and according to this to generate a certain strategy of sense translation; and also the pedagogue's tactical abilities providing sense actualization and synchronization of senses of the educational process subjects, level of the learner's personal inclusion into the processes of directional cognition. The teacher as a sense communicator influences the student's personality from a level of personal senses to the higher senses directing him/her to search and formation of the integral sense of life strategy as a stable tendency to a certain interpretation of the occurring social phenomena and readiness to operate according to arising sense attitudes.

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Chernysheva E.S.

Education and upbringing problems in P.A. Kropotkin's socio-political heritage

In the article there are analyzed works of P.A. Kropotkin, the theorist of anarchism. It is shown that along with sharp criticism of a traditional upbringing system and Marxist ideas of polytechnic education he has offered the concept of creation of a new system of craft education which should be realized in the "industrial village" conditions. It is characterized an educational ideal – free comprehensively developed personality possessing encyclopedic knowledge and abilities, providing its life activity.

Keywords: education, complex education, craft education, emigration, educational ideal, criticism of traditional morality, industrial villages, universalism, free personality

The theoretical heritage of the known Russian revolutionary, scientist-geographer, historian and writer P.A. Kropotkin (1842–1921) reflects features of his specific world vision. Giftedness and the complicated twists and turns of his destiny allowed him, being a student of the physicomathematical branch of St. Petersburg Imperial University, at the same time to perform scientific researches in the field of geography, specializing on a problem of location of plateaus and ridges of mountain Asia, to be the correspondent of "The Petersburg bulletin" newspaper. Kropotkin was arrested for revolutionary promotion and placed at first in the Peter and Paul Fortress (1874), and then in the prison hospital from which he escaped in 1876. Having left the Russian Empire, at first he moved to Great Britain, then lived in Switzerland, France, and since 1886 moved to Great Britain where lived before the voluntary return to Russia in 1917. His return to Russia was caused by the occurred February Revolution. Reemigration of P.A. Kropotkin was widely covered in the press, benevolently interpreted by public organizations and the provisional government. Thus, it is possible to distinguish three life periods of Kropotkin: pre-emigratory (1842–1876), period of emigration (1876–1917), re-emigratory (1917–1921). Kropotkin's main works, reflecting problems of education and upbringing, fall on the emigration period while after return to Russia these problems aren't object of his special reflections any more.

The system of pedagogical views of Kropotkin started to develop when he was still an undergraduate, when he began to translate into Russian works of known theorists of the liberal direction – A. Disterveg, German pedagogue, and G. Speser, British sociologist and pedagogue, for a bare living. P.A. Kropotkin's thoughts concerning upbringing found the development in a sketch "The moral principles of anarchism" written in 1890 [1]. The criticism of bourgeois upbringing bases which forms the immoral (in his opinion) person by means of religion, the law and formation of the habit of subordination becomes stronger in it. Whether a person should be moral only because he/she was educated in such way? The theorist definitely negatively answers on this question. In the analysis of the system of views of Russian nihilists who, at



first sight, deny traditional morality systems, the philosopher has shown that "having rejected morality lessons of their parents and having rejected all and sundry ethical systems", the nihilistic youth has already acquired traditional moral algorithm. Owing to the influence of the moral maxims accepted from the religious doctrine, the behavior of the nihilistically aiming youth is even more moral, than the behavior of their parents as young people aren't focused on the expectation of requital for their acts. According to P.A. Kropotkin, equality being a synonym of justice, is a moral basis of anarchy; it rejects erudition of "blue blood" which allows it to manipulate others, using their innocence. Entering into the struggle against all types of deception, guile, vice as inequality types which are "instilled" into hearts of people by the law and religion managers, the theorist of anarchism declares war on their way of action and a thinking form. Wishing to provide the complete freedom of personality, to make its existence full and integral, the freedom of development of all its abilities, A.P. Kropotkin persist in that the old system of pedagogical influences based on the feeling of uncertainty, fear and thirst for retribution for a moral act, has exhausted its humanistic potential. It is necessary to develop a new system of pedagogical measures which won't impose moral and social ideals to the forming person, but can develop the natural potential of his/her dispositions, stimulate his/her activity in knowledge and creation.

The problem of an educational ideal is also considered in P.A. Kropotkin's work "Fields, factories and workshops", written in 1899 [2]. Estimating the leading idea of Adam Smith's economic doctrine, who sees the nature and reasons of richness of some nations in division of labour, the theorist of anarchism addresses to the analysis of the society divided into the few consuming producers and the few producing consumers. Labour division into the factory and agricultural led to that "a modern ideal of the worker is a man, a woman, even a girl or a boy who weren't trained in any special specialty and have no idea of a branch in which they work, and all the life, day by day are only capable to produce one smallest detail of something. <...> They are the pity servants of any machinery acting in accordance with the set instructions" [2]. Alienation of the bulk of producers from the system of craft professional education conducts to irreparable consequences: "Under the pretext of labor division we have sharply separated the workers of mental labour from the workers of physical labour. Today the great part of workers doesn't get that scientific education which have got their grandfathers, besides they are deprived of knowledge and experience which could get in small workshops. Their sons and daughters at the age of 13 years are forced to go into mines or factories where they quickly forget the little they probably learned at school" [2]. Noting that the qualified craft training is forced out everywhere, and it is replaced by the short-term system of formation of a narrow labour skill, P.A. Kropotkin asserts that it is in comprehension of crafts where there is a formation of the beginnings of esthetic senses, and craft training may create the bases of labour morality which is based on professional pride of own work individual results.

According to the theory of social development which is developed by P.A. Kropotkin, it is necessary to create the so-called "industrial villages" in which the mankind



will distribute its labour among fields and workshops. In this regard he addresses to the economic concept of development of K. Marx' capitalism which was shared by the Russian followers of Marxism. However in Kropotkin's work it is possible to find the objections turned to proposition of not only the economic concept, but also the bases of upbringing theory of the founder of scientific communism. They consist in K. Marx' understanding of education as a system of preparation of the labour force of necessary qualification corresponding to a level of industrial production development. P.A. Kropotkin's criticism of K. Marx' system of upbringing views is shown in his terminology which was entered into science by the theorist of Marxism in the work "The instruction of temporary Central Council on concrete problems". Following the logic of K. Marx' treatment of the concept of "upbringing", P.A. Kropotkin considers this phenomenon in its three measurements (intellectual and physical education, technical education). The criticism consists in the following statement: "Instead of "technical education" which means preservation of the present division into intellectual and physical workers, we support the integrated, complete education meaning disappearance of this harmful division" [2]. Proclaiming the integration in the upbringing treatment, P.A. Kropotkin asserts that the future "newborn society" should take care of "complex education". It consists in simultaneous science and craft education of all members of society irrespective of their sex and property status. Without denying the necessity of knowledge specialization, the theorist of anarchism insists that that special education should follow "general education", "and this general education should concern both sciences, and physical skills. As to society division into workers of intellectual and manual labour, we oppose to it the integration (association) of the both activity kinds" [2]. It is defined the school purpose which should provide both the completeness of scientific knowledge, and skills in the field of crafts which will enable the graduate of school to take own place at the enterprise of manual labour for production for the sake of the common advantage.

In the work "Revolutionary idea in revolution", published in 1913 [3], P.A. Kropotkin addresses to upbringing problems in a context of appraisal of cruelty with which the revolutionary people of France deal shortly with their former governors in 1792. The analysis of concrete examples of ruthless punishments of the ruling elite representatives or of the persons having a considerable fortune, P.A. Kropotkin explains by the centuries-old social practice constructed on realization of a principle of legal punishment. Considering such types of upbringing as Roman upbringing, Christian and revolutionary upbringing as the mutual successive, the theorist shows that they have provoked people's aspiration for "use the same means with which they have simplified it" [3]. Besides, through many centuries privileged classes "brought up the feeling of hatred in people, however, not for the rich of their nation, but for the other people, saying that they were enemies" [3]. The hatred for the others, which was deliberately cultivated, finally turned against the representatives of the power and wealth. Therefore, creating new forms of social life in the liberated communes, socializing houses and instruments of production, means of communication and exchange, it is neces-



sary for modern revolutionaries first of all to get rid of the main oppression tool – the states with its system of taxes, monopoly for truth, total control of morality and citizens' life. P.A. Kropotkin, thus, isn't the supporter of popular European idea about the omnipotence of upbringing and on the forefront he puts forward problems of a society social and economic reorganization.

In Kropotkin's works, which formally aren't pedagogical, there are reported the most important problems of education and upbringing which were stated in the logic of his sociopolitical doctrine of anarchism. The most important subjects of his creativity were: the problem of an educational ideal, the critic of the upbringing and educational policy realized by official institutes of the state and church, criticism of the Marxist concept of upbringing regarding the system of technical education, explanation of the concept of "complex education", including combination of "the general" and vocational education, science and craft in the conditions of residence in "industrial villages".

P.A. Kropotkin's system of views on formation of the person of the future is concretized at a level of the planned educational practice. Education is considered as means of all-round formation of personality possessing encyclopedic knowledge and abilities which thanks to special organization of educational process will gain the professionally focused character. This idea is urgent even now.

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Kryzhevskaya N. N.

Formation of the professional legal consciousness as a condition of the professional deformation prevention among the students of the institutes of higher education of the Interior Ministry system

In the article there are presented the results of the theoretical analysis of a problem of formation of the professional legal consciousness among law enforcement officers as conditions of the professional deformation prevention; there are reported its structure and formation mechanisms among the students of the institutes of higher education of the Interior Ministry system. The author distinguishes the parameters of research of this psychological construct of personality; the complex of techniques for its studying is developed. There are presented the results of studying of the professional legal consciousness among the students with various degree of predisposition to professional deformation at the experiment ascertaining and control stages, it is described the program of its formation taking into account these indicators and also grade levels in the higher education institution.

Keywords: *professional legal consciousness, professional deformation, psychological prevention.*

As the most important aspect of future law enforcement officers' professional training there acts their formation not only as professionals possessing special skills, but also as persons with special moral and volitional, civil qualities. In this connection the period of training should be considered as the major stage which should include, on the one hand, construction of the ways of the operational aspect of professional activity mastering, on the other – a complex of the transforming influences leading to learners' understanding of the profession and professional identity social importance.

The specifics of law enforcement officers' service leaves traces on the activity of educational institutions realizing personnel training for units of law enforcement bodies. The students of the Interior Ministry system higher education institutions should be considered not as "future employees". From the very beginning of training, after "a young soldier course" mastering and administration of the Oath, on the basis of the relevant contract each student is an officer of law enforcement bodies already during training. He is given the rank of "a private soldier of the police", he has the right to keep and bear arms, fulfills official duties, takes part in patrolling, participates in duties, etc. (L.T. Borodavko, etc.) [3].

In consideration of the short term of adaptation to new conditions, it is brewing an essential contradiction between organizational and substantial features of the law enforcement activity and the student's readiness to correspond to requirements of



this type of professional activity that is a source of professional deformations of personality at this stage of professional formation.

Besides, the considerable part of personality professionally important qualities investigated during the professional selection of future students of the institutes of higher education of the Interior Ministry system is ethically neutral. Therefore the underdevelopment of the moral-value system and moral-ethical attitudes during learning of trade will also promote the formation of professional deformations.

The problem of ethical and moral immaturity of future specialists of law-enforcement bodies is extremely sharp. It finds reflection in the normative documents concerning professional education in the institutes of higher education of the Interior Ministry. On May 26, 2009 the president of the Russian Federation signed the Decree № "On the measures of improvement of the higher juridical education in the Russian Federation" [6]. This Decree emphasizes the importance of a moral-ethical aspect of professionally important qualities of the law enforcement officer, and also pays attention to existence of the adequate legal consciousness as an element of his professional model (Y.V. Gaivoronskaya) [4].

The problem of the legal consciousness of the law enforcement officers' personality is mentioned in works of P.P. Baranov, N.L. Granat, N.Y. Sokolov, E.A. Belkanov, A.V. Groshev, V.B. Isakov, V.N. Kudryavtsev, K.A. Mokachev, I.F. Pokrovsky, A.P. Semitko, V.P. Salnikov, V.M. Stolovsky, A.G. Khabibullin, N.V. Scherbakova, V.A. Schegortsev, D.N. Uznadze, etc. It should be noted that for the most part these are the works on the state and right theory. Whereas in psychology there are very few researches devoted to studying of this phenomenon.

Within the framework of our subject for comprehension of the aspects of legal psychology and legal consciousness in whole there are important works of researchers in the field of psychology: B.G. Ananiev, G.M. Andreeva, V.A. Bodrov, L.S. Vygotsky, K.M. Gurevich, V.N. Druzhinin, A.F. Lazursky, A.N. Leontiev, B.D. Parygin, K.K. Platonov, S.L. Rubinstein, etc.

So, if the legal consciousness is the knowledge system adopted by a person, which reflects the law and order accepted in this society and which is a basis of social-normative behavior self-organizing (A.M. Bandurka) [1], the professional legal consciousness represents concepts, representations, ideas, beliefs, traditions, stereotypes developing in this professional environment. Unfortunately, both distortions, and deformations, among which the most widespread are an "accusatory" or "absolutely" bias, bureaucracy, indifferent relation to human problems etc., are peculiar to the professional consciousness of law enforcement officers.

Analyzing the law enforcement officers' professional legal consciousness structure A.D. Boikov considers that it includes knowledge of the legislation and theoretical bases of jurisprudence; conviction in the right value as a freedom and justice basis; ability to use legal instruments [2].

N.Y. Sokolov and the others think it is possible to consider the professional legal consciousness as a phenomenon that assumes the primary storage of legal knowl-



edge, a high level of development of legal feelings, development of legal attitudes, existence of steady stereotypes of socially active lawful behavior corresponding to the social expectations laid on him and standard claims to its bearer as a subject of the professional legal activity [7].

M.A. Shermenev considers that the professional legal consciousness elements are legal knowledge, feelings and attitudes, and also value orientations, stereotypes of the socially active lawful behavior and legal professional experience. Unlike the ordinary one it is more rational, and as law enforcement officers' professional legal consciousness as a whole is a reflection of social claims and expectations laid on him, and the standard requirements for the representatives of this professional group [8].

N.I. Guslyakova considers professional attitudes, professional adaptation, professional reflection, professional self-appraisal as psychological mechanisms of the future expert's professional consciousness formation [5].

Thus, it is possible to draw conclusions that the professional legal consciousness represents a conditioned by the specifics of a social role and law enforcement activity professionally formed system of legal ideas, views, feelings, value orientations defining a way of life and motives of behavior in the service sphere of the law-enforcement sphere representatives. The professional legal consciousness development is the major factor impeding formation of the personality professional deformation of the students of the institutes of higher education of the Interior Ministry.

The professional legal consciousness structural components are a motivational (professional motives and attitudes), cognitive (legal knowledge, skills of law enforcement activity, professional reflection), emotional (moral and value relation to the right, professional self-appraisal), behavioural (professional adaptation, behavior self-regulation).

The diagnostics carried out by us during the experimental research of professional legal consciousness as a psychological new formation of personality during the educational and professional activity of the students of the institutes of higher education of the Interior Ministry was realized on the basis of the analysis of the distinguished structural components and mechanisms by means of which they are formed.

The motivational component which formation mechanisms are professional motives, professional attitudes was studied by means of a technique of professional motivation diagnostics by K. Zamfir in A.A. Rean's modification and a technique of the specialist's professional consciousness diagnostics by G. V. Akopov.

The cognitive component, namely a level of legal knowledge development, skills of law-enforcement activity, professional reflection was estimated in the process of progress and quality of knowledge monitoring among the students and also by results of a technique of a reflexivity level diagnostics (A.V. Karpov).

We considered the emotional component from the point of view of estimation of the moral and value relation to the right, professional self-appraisal. A level of development of these mechanisms was reflected a moral normativeness scale (MN) IPQ



“Adaptability” and in results of a technique of a level of moral consciousness development estimation (L. Kolgberg’s dilemmas).

The behavioural component was estimated through a level of the professional adaptation mechanism development reflected in a scale “personal adaptable potential” PAP IPQ “Adaptability”, a questionnaire of V. I. Morosanova “Style of behavior self-regulation” (SBSR).

In the primary research process we have distinguished three groups of predisposition to the professional deformation among students: tolerant, neutral and “risk” group. According to all components the professional legal consciousness among the tolerant group students appeared the most formed. The prevailing level is high (69,4 %), low level is not revealed. The majority of them are advanced students who have established a reputation as overachievers in studying and discipline, many have had work experience in law enforcement agencies and have received positive references of the management. At the same time it should be noted that the motivational (77,7 %) and behavioural (75 %) components are developed higher than the cognitive (61,1 %) and emotional (72,2 %).

In the neutral group we observe more uniform distribution on levels of the professional legal consciousness development with a tendency to decrease, since a high level (22,2 %) is revealed among the least number of respondents. There were both underclassmen and upperclassmen among them. They don’t show considerable successes in study, however fulfill all necessary requirements in the educational professional activity process, have no complaints of the management. In this group there are higher indices of the motivational (19,4 %) and cognitive (27,7 %) components, whereas the emotional (22,2 %) and behavioural (16,6 %) are slightly lower. It means that in whole the students are focused on profession mastering, but the features of development of their emotional-volitional sphere and behavior rather complicate the process of professional adaptation.

In the risk group there is a clear tendency to decrease in a level of the professional legal consciousness development by all components in comparison with the other groups. The students of this group had facts of lower progress, disciplinary punishments. The lowest indices are noted by the cognitive (11,1 %) and behavioural (11,1 %) components that point not only to a poor progress and difficulties of adaptation to educational professional activity, but also to a weakness of reflective and regulatory functions as a whole.

Thus, a level of the professional legal consciousness development among the students of the neutral group and the risk group is lower than among the students of the tolerant group by all components that demonstrates the necessity of the preventive work realization already in their professional formation process.

The forming investigation phase consisted in organization of the system work with students, directed on the optimization of formation of their professional legal consciousness in conditions of the specialized higher education institution of the Interior Ministry system. The program efficiency was provided with a complex of ac-



tions as a result of which realization there was the legal professional consciousness formation.

The program purpose is providing of psychological conditions of decrease in the probability of emergence of preconditions of professional deformation among the students of the higher education institutions of the Interior Ministry system in training through the professional legal consciousness formation.

The program tasks included formation of psychological readiness for the forthcoming professional activity, creation of an optimistic professional prospect, formation of the positive professional I-concept, readiness for self-development and self-improvement through change of mental processes, personality properties, increase of social and psychological competence and autocompetence, formation of professional legal consciousness.

The suggested program is developed taking into account the dynamics of the professional legal consciousness formation at various grade levels in the higher education institution. The determination of the specifics of tasks on each grade level is explained by the nature of change of internal preconditions and personality position concerning the motivation of future professional activity and as a result leads to the professional legal consciousness formation and the prevention of professional deformation manifestations.

The initial grade level (1st year) was aimed at providing of conditions of adaptation and formation of a steady professional motivation at student's educational activity.

The main grade level (2nd – 4th year) was directed on providing of conditions of personal professional orientation formation among the students of the institutes of higher education of the Interior Ministry system.

The final grade level (the 5th year) is devoted to creation of conditions of the professional legal consciousness formation.

The program content was made by three main directions: theoretical, diagnostic and instrumental.

The theoretical direction realization has assumed the acquisition of the system of knowledge of a phenomenon of the professional legal consciousness, its role in the prevention of professional activity destructive influences on a personality, of the professional activity realization readiness.

The diagnostic direction is aimed at improvement of the process of self-knowledge from a position of estimation of the development of moral and political, intellectual and esthetic indicators of the professional activity realization readiness as a positive steady process.

Within the instrumental direction there was an improvement of skills of self-analysis, coping-behavior mastering as a condition of effective use of abilities and resources for success achievement in professional activity and other essential spheres, mastering of the methods of own professional portrait drawing.

During the control sample it has been revealed that in the neutral group the maximum increase was noted by the motivational (80,5 %) and cognitive (69,4 %) compo-



nents. Here the indices increased at the expense of the external positive motivation transformation into the internal, students' progress improvement, strengthening of reflective abilities. Stability of professional attitudes, satisfaction in own professional training has also increased. Whereas by the emotional and behavioural components it was slightly lower. The estimation of self as a professional hasn't reached a high level. At the same time, a general level of professional legal consciousness has considerably increased.

In the risk group there have been noted a considerable positive dynamics by all components. We have revealed the maximum increase by the motivational (80,5 %), emotional (69,4 %) and behavioural (80,5 %) components. The indices have essentially increased at the expense of the external negative motivation transformation into the external positive and internal, student's progress and discipline have also improved, they have become more independent and responsible. Professional attitudes became more stable and steady, satisfaction in the process and results of the educational professional activity has increased. Appraisal of self as a future professional has reached rather high level, a level of moral qualities has increased, i.e. the professional legal consciousness general level has considerably increased.

Thereby the realized analysis of the results on the control phase of the research allows to draw conclusions concerning the efficiency of the developed program of the professional deformation prevention among the students of the institutes of higher education of the Interior Ministry.

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