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THE GENERAL PSYCHOLOGY

Osipova A.A., Brizhak Z.I.

Towards the definition of a sense barrier
in the activity theory

The article deals with the features of a "sense barrier" concept definition and the features of this concept formation in the activity theory.

Keywords: *activity theory, sense theory, sense sphere, psychological barrier, sense barrier.*

In the native psychological science the turn of the century was marked by increase of the interest in a number of methodological problems, allowing to reconsider and develop the already existing theories and concepts in connection with radical changes in consciousness of both certain scientists and the world scientific community, which were caused by social and political-economical reasons of a world and even planetary scale.

One of the psychological theories most dynamically developing in the last decades is a sense theory which was essentially transformed both in structural and categorical plan.

According to I.V. Abakumova, the thesaurus of this theory already includes such concepts "... as a personal sense, individualized sense, socialized sense, sense attitude, sense motive, the person's sense sphere, sense formation, sense interaction and many other sense containing concepts" [1, p. 10].

However it is untimely to speak about the sense theory as about a complete uniform theory which is completely formed in the native psychological science as the formation process of its categorical apparatus is still far from completion.

There is a whole range of the theories explaining sense constructs within the limits of both psychological approaches and directions and not completely psychological positions and views however including the sense and everything that is connected with it into the research orbit.

The most detailed and developed the sense problematics is presented in the activity approach in which development D.A. Leontiev distinguishes three main stages.

The first stage includes the period from the end of the 1930th to the middle of the 1970th of the XX century. At this stage A.N. Leontiev has entered into psychological use and formulated the "sense" concept (personal sense) as an explanatory concept; he has carried out its comprehensive theoretical and experimental development in a genetic, structural and functional aspect.



The second stage of the sense theory development within the limits of the activity approach was from the middle of the 1970th to the beginning of the 1980th of the XX century; it was characterized by introduction and development by a number of authors (A.G. Asmolov, B.S. Bratus, V.K. Vilyunas, E.E. Nasinovskaya, V.V. Stolin, E.V. Subbotskaya, O.K. Tikhomirov) of new kindred concepts: sense formation, sense attitude, sense construct, operational sense, etc., which marked a transition from an explanatory concept to the differentiated complex of concepts.

At last, the third stage was from the beginning of the 1980th to the present; it represents a stage of integration of these representations and emergence of classifications of sense formations (E.E. Nasinovskaya, etc.), emergence of synthetic concepts, such as "dynamic sense system" (A.G. Asmolov), "sense sphere of personality" (B.C. Bratus), concepts of sense dynamics (F.E. Vasilyuk), sense self-control (B.V. Zeigarnik, V.A. Ivannikov) [3].

Now the sense theory development has an explosive and dynamic character, however a number of the major aspects of the sense theory and sense formation remain little-studied and little-developed. One of such aspects is further development of the categorial apparatus of science and, in particular, the "sense barrier" category.

For the first time in the native psychological science the "sense barrier" term was suggested by L.S. Slavina: "... as a sense barrier we understand such a phenomenon when the child, perfectly understanding and being able to carry out that the teacher demands, in some way doesn't "accept" this demand and persistently doesn't fulfil this demand. In these cases either of pedagogical measures don't exert influence on him/her, though he/she clearly understands what they are directed on and how it is necessary to react to them" [6, p. 10].

In the work she not only suggested the formulation of this concept, but also revealed and described main types of sense barriers at interaction of the adult and the child, and also showed distinctions in the reasons of emergence of sense barriers.

L.S. Slavina has distinguished two kinds of the sense barrier. The barrier of the first kind is in relation to a certain demand. The main reason conducting to emergence of the sense barrier of the first kind is not accounting of the motives which have caused either of acts, behaviors.

The barrier of the second kind is in relation to a certain person. The reason of emergence of the sense barrier of the second kind is a reiteration of the same influences, especially when they are ineffectual. L.S. Slavina has established that the adult's persevering presentation of certain demands which the child internally doesn't "accept" or to fulfil for some reason or other, leads to that he/she ceases to pay attention to them at the best, and at worst he/she starts to disapprove them. In such cases the child retires into himself/herself, puts on "armour" which is not always easy to break by explanations and persuasions.

Analyzing a number of the facts, L.S. Slavina has come to a conclusion that the child in some cases doesn't accept the demands of adults because these demands have no original sense for him/her or may even have the different, opposite sense. In this case it is possible to note the sense barrier manifestation.



Considering sense barriers L.I. Bozhovich has noted that in this type of barriers there are simple divergences in senses when they impart either different meaning, or different personal sense to the same term, opinion, concept.

According to G.S. Frumova, the sense barrier appears when there develops a rejection of dangerous words (sense nests) which remind of any traumatic event, thus they are excluded from consciousness.

M.S. Neimark connected sense barriers with a various relation of different people to the same things. According to these authors, the general characteristic feature of any sense barrier is failure to comply with the demands which can be caused by the discrepancy of senses of the stated demand, requests, order etc. among the partners of interaction, creating an obstacle for their mutual understanding. Studying the reasons of the sense barrier emergence, M.S. Neimark noted, "... the most frequent reason of its emergence is adults' misunderstanding of true motives of the child's behavior, reaction to the result of his/her activity or attributing of the to the child the motives inappropriate to reality" [4, p. 22].

Within the limits of the activity approach there is a large number of the researches disclosing this problem. Theoretical bases of understanding of psychological barriers are in S.L. Rubenstein's works who, emphasizing the interrelation of activity and emotion, noted, "in activity there are usually critical points in which it is defined a result favorable or unfavourable for the subject, the turn or outcome of his/her activity. The person as a conscious being expects the approach of such critical points more or less adequately. When the person approaches to them there is a discharge in the person's feeling, positive or negative, [5, p. 150].

For distinguishing of the "sense barrier" concept from a number of similar concepts it is necessary to note some features of the "barrier" concept functioning in the psychological literature.

First, as many other psychological concepts (temperament, personality, activity, reflection etc.), the "barrier" concept essentially differs in the everyday and scientific-psychological practice.

Secondly, in the scientific psychology the "barrier" concept essentially differs according to substantial characteristics within various theories and schools of sciences.

Thirdly, the "barrier" concept has a universal character and concerns objective-subjective categories of the psychological theory (R.K. Shakurov).

However in the activity theory in the study of psychological barriers the emphasis is not on external, socially conditioning the person's behavior barriers, but on internal, actually generating this behavior. A considerable quantity of both theoretical and experimental studies within the limits of the activity theory was directed on disclosure of the essence of the "psychological barrier" concept, thus various authors treat this concept in different ways.

In the native science in the activity approach context the psychological barrier is considered as a "critical point", impeding the further activity development, causing certain emotional experiences and stimulating emergence of mental activity on its overcoming [2].



Thus, V.K. Vilyunas considers emotions of success-failure as a psychological barrier; N.I. Nasenko considers a condition of mental tension as a psychological barrier; L.I. Bozhovich, B.S. Bratus, G.S. Frumova consider a dominating motive as a sense barrier.

O.K. Tikhomirov points to the connection between the origin of emotional and value relations and the barrier that allows to disclose a principle of the unity of cognitive and emotional processes. He notes that the barrier creates such an internal state of the subject which defines a degree of his sensitivity to certain subjects and phenomena and defines a degree of their attractiveness, thus the attractiveness of the majority of values is in proportion to the size of an obstacle which is necessary for overcoming for their achievement, and the absence of an obstacle depreciates a subject [8].

The "barrier" concept was widely investigated in a context of the problem of volitional regulation of behavior, thus some authors (V.I. Selivanov, etc.) considered barriers as external factors determining behavior, the others: A.B. Kholmogorova, E.S. Masur, V.A. Ivannikov, considered the barrier as an internal formation impeding transfer of a kind of activity to another.

N.A. Podymov considered psychological barriers as the factors impeding activity disintegration, considering barriers as a subjective reflection of the arisen internal difficulty. From his point of view, the psychological barrier of activity is the reflected in the person's consciousness internal obstacle which is expressed in the disbalance of sense correspondence of consciousness and objective conditions and ways of activity. The specific feature of the manifestation of psychological barriers consists in the presence of the person's peculiar reaction to appearing of "critical points" (S.L. Rubenstein), obstructing the further development of activity and causing certain emotional experiences defining a favorable or unfavorable result for the subject.

The special role of the "barrier" concept is distinguished in the system-dynamic model of the activity developed by R.K. Shakurov. He suggests to consider the relations of the person with the world as "an active form of the interaction directed, first of all, on overcoming of various barriers, arising on a way of satisfaction of his/her needs" [9, p. 5]. He considers the barrier as a subjective-objective category.

In his fundamental article "The Barrier as a Category and Its Role in Activity" R.K. Shakurov made an attempt to overcome a gap between external and internal psychological barriers. In his opinion, the concepts "barrier" and "overcoming" are connected with ontogenesis of all mental structures and the barrier carries out an actualizing and dynamicizing role in the person's activity. Considering a number of functional features of barriers, as the main he distinguishes the function of mobilization of internal resources of the individual for overcoming of the environment resistance at the process of satisfaction of his/her needs, "... something that is an insuperable barrier for the weak, isn't the same for the strong. External barriers are inseparably linked with internal; they produce them" [9, p. 6].

Disclosing the essence of psychological barriers, R.K. Shakurov starts with researches of the person's relationship with the world around. According to the author, the main function of mentality is satisfaction of needs of the individual, providing his/



her survival in changing conditions, what in turn is reached by means of an instrumental function (overcoming), which essence, according to the scientist, “consists in overcoming of the environment resistance to the process of the subject’s satisfaction of needs” [9, p. 9].

In this regard R.H.Shakurov suggests to treat the psychological barrier as the external and internal obstacle resisting to manifestations of activity of the subject, his activity.

R.K. Shakurov reveals the essence of psychological barriers from the positions of a functional approach. In his understanding the barrier is a psychological phenomenon (presented in the form of feelings, experiences, images, concepts, etc.) in which there are reflected the object’s properties to limit manifestations of the person’s life activity, impeding satisfaction of his/her needs.

In the analysis of mechanisms of ontogenesis of barriers R.K. Shakurov differentiates them into value (primary) and operational (secondary). He emphasizes an indissoluble communication of the genesis of emotional and value relations with barriers, first of all, value barriers – an absence or shortage of objects of need, with their deficiency. “The barrier creates such an internal state of the subject which defines a degree of his/her sensitivity to certain objects, their attractiveness. Objectively the object may be important as much as it possible, but in presence of the unimpeded access we cool down... Such a thing is with supreme values; their attractiveness is proportional to the size of obstacles impeding satisfaction of the corresponding need” [9].

Any need develops into an action under one condition – if the object satisfying it is separated from the individual by any barrier, R.K. Shakurov considers. In his opinion, barriers play a decisive role in activity construction and dynamization. Valuable barriers actualize a need; they bring it into an active condition. As a result of interaction of the actualized needs with the secondary barriers there are born all other summands of their activity interrelation: expectations, motives, tasks, actions, result. Barriers provide the activity psychogenesis. The sense and purpose of the last consists in overcoming of the barriers impeding satisfaction of needs.

R.K. Shakurov writes on the “barrier” concept definition in a broad sense, “The barrier is always an element of any system, it cooperates with other its elements. The barrier is not simply an object. As a barrier there act not only an existence, but also an absence of an element of the system... In the general form it is possible to define that the “barrier” concept is a relation between system elements which limits freedom of any of them” [9, p. 6].

Considering the problem of barriers through the “attitude” concept, A.G. Asmolov believes (after A.N. Leontiev) that the motive, purpose and conditions of activity implementation cause such units of activity as a special activity, action and operation.

A.G. Asmolov distinguishes four levels of attitude regulation of the person’s activity, therefore, four attitude barriers:

- 1) sense barriers;
- 2) goal barriers;



- 3) operational barriers;
- 4) psychophysiological barriers.

Designating the sense and operational barriers as significant, the author gives their psychological characteristic and lays emphasis on a universal character of the barrier; they are shown at all levels of activity organization, from psychophysiological to social and psychological.

In the research of A.A. Solopov there was undertaken an attempt of distinguishing of “a communicative and sense barrier” concept from “a sense barrier” and “a communicative barrier” concepts, however in this analysis the sense barrier was mainly considered from the social and psychological point of view, without serious analysis from the point of view of such criteria as emergence conditions, structure and functions, regularities of formation and transformation, that points to the complexity and insufficient development of “the sense barrier” concept, both in a general-theoretical and in an experimental plan.

The analysis of the psychological literatures showed that within the limits of the activity theory there is a significant amount of the theoretical and experimental studies promoting the disclosure of the essence of “the sense barrier” concept, however it is impossible to consider the matter completely studied.

A large number of the theoretical and empirical works being based on the “barrier” concept in a varying aspect allows to conclude that the “barrier” concept introduction into psychology is motivated by requirements of the modern science; it carries a considerable heuristic potential.

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JURIDICAL PSYCHOLOGY

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The problems of studying of attitude to life and death in juridical psychology

The article is devoted to the analysis of psychological and legal aspects of the existential and humanistic problematics. It is shown that now the problems of attitude to life and death in juridical psychology are mainly considered in connection with needs of practice. Meanwhile studying of these problems seems very actual due to the necessity of knowledge of the main regularities of formation of the person as a highly organized being, moral and ethical basis of his/her existence.

Keywords: attitude to life and death, meaning of life, murder, suicide, euthanasia.

The existential problems of life and death have always excited mankind. However, long time this problematics was considered within the limits of philosophical, ethical and religious concepts. Psychological studying of this problematics has begun rather recently.

The psychological interest to the existential problematics is defined by the personal-individualized and deeply intimate character of the person's attitude to life and death. Not casually, the discussion of these problems was initially begun in a context of the psychological analysis of the problems of human existence (R. May, 2004), meaning of life (V. Frankl, 1990), that is the problems connected with understanding of a human life problem.

In the Russian psychological science the sense problematics is minutely developed in the works of L.S. Vygotsky, S.L. Rubenstein, in the paradigm of the activity sense regulation (B.S. Bratus, I.A. Vasiliev, F.E. Vasilyuk, B.V. Zeigarnik, V.A. Ivannikov, D.A. Leontiev, E.V. Eidman) and some other modern approaches. On the whole, it is necessary to note that at the present stage there is a tendency to the integrated consideration of the concepts of life and death in a context of the integral experience or the person's life. Thus in the psychological study of the problems of attitude to life and death there dominates the existential and humanistic approach, within which the subject's solution of these problems is considered as a positive factor, precondition and necessary condition of personal growth (R. Assagioli, J. Budgental, T. and E. Yeomans, A. Maslow, R. May, J. Rainwater, V. Frankl, I. Yalom, etc.). Meanwhile mainly the researches available in the scientific psychological literature concern the problem of attitude to own death and the death of a person's near and dear.

It is different with juridical psychology. First of all, it is necessary to note that psychological-legal researches of the existential problematics have an applied charac-



ter, seldom rising to a level of theoretical and methodological generalizations all the more. It is possible to believe that the existing situation is a manifestation of a general crisis of the methodology of juridical psychology.

For a long time juridical psychology has developed in the depths of juridical science and practice. As a result the conceptual schemes of the legal theory, criminal and legal theory and criminology formed a theoretical base of a concrete practice of psychological-legal researches for a long time. Even former division of judicial psychology into the General and Special parts had a distinct imprint of the criminal and legal tradition and didn't reflect the specifics of its subject. In the works on judicial psychology, both theoretical and applied, there is a tendency of the authors' adherence to the legislator's position. The majority of psychological-legal researches are focused on the explanation of the already enacted laws and the interpretation, with reference to the right, of the concepts psychological in fact, or having the psychological content (personality, guilt, motive, will, minor, etc.). A lack of basic researches in the field of juridical psychology is explained by the aspiration to ground post factum the results of lawmaking which was carried out, as a rule, without the opinion of specialists-psychologists.

All these in full belong to studying of the existential problematics. As a matter of fact, the unique developed concept of meaning of life with the reference to the criminal psychology problematics is the value-standard theory of A.R. Ratinov (1979). The author considers the value-standard sphere of the criminal personality through its system organization. One of the most essential points of his concept is a personality representation as a value-standard system having difficult multidimensional dynamic character [4, p. 73].

The author considers world outlook as a basic nuclear formation of personality. World outlook inclusion in the structures of personality is traditional in native psychology. However its recognition as an ideological basis, a personality pivot is more often limited by world outlook understanding as a system of opinions, views of moral-political and natural-scientific content. A.R. Ratinov suggests to consider world outlook in indissoluble unity of its three temporal projections: the past, the present, the future, distinguishing in its structure world contemplation, world understanding, perception of the world, and world creation (as own life activity planning, definition of its sense and prospects). In his opinion, "in a situation which is beyond everyday life, he/she not only solves specific problems, but more or less consciously (and sometimes mechanically) asks questions of different "philosophical" forms, "Who am I?", "What am I living for?", "What am I aspiring for?", "What is the sense of everything that happens to me?" An answer to these questions becomes a part of his/her world outlook, forms an operational life concept, philosophy of everyday life in which the value moment prevails" [4, P. 77]. Owing to this fact he considers the meaning of life as a concept covering the subject's relations to self and to various spheres of existential human values: work and material benefits, public activities, knowledge, entertainments, esthetic pleasures, love and friendship, family etc.



Thus the meaning of life, as well as the system of values reflected in it, is a hierarchically organized and dynamic formation. For the subject personal values can essentially differ by the importance and organicity degree, stability and variability, intimacy and depth of acquisition, width and generality, and the main thing is that they are differently combined, coexist or conflict and anyway they are integrated in the value system.

As Professor A.R. Ratinov confirms, "the distinctions in the meaning of life among different people doesn't consist in that someone appreciates something, and the others resolutely reject the same. People are people, and everybody recognize base universal values, but they prefer them differently. Probably, the relief of the value-standard system in various social environments and groups should possess a certain specifics among different individuals at all its community" [4, P. 79]. Numerous works of the group of researcher of the All-Russian scientific research institute of the public prosecutor's office of the Russian Federation, leading by Professor A.R. Ratinov, are devoted to researches of the meaning of life, specific accents and preferences, in his understanding, of different categories of criminals.

In recent years there were many applied researches of a substantial component of the meaning of life and sense of life orientations. At the same time it is necessary to note an obvious lack of the works devoted to studying of an affective-value component of the meaning of life.

Active development of the thanatological problematics has begun in psychology only in the second half of the XX century. Death is considered as life continuation; there is a tendency to the increasing integration of the concepts of life and death into the integral experience of personality and recognition of the importance of this experience for personal growth and self-actualization. It is considered that studying of representations and attitudes concerning death can also illuminate people's attitudes in the relation to own life and its main values.

For juridical psychology the problems of death and relation to it, on the contrary, are initial, and their treatment is less unequivocal. Thanatological problems are considered by juridical psychology within the limits of the research of three problem directions: at studying of the personality of violent criminals, and in particular murderers, in researches of the reasons and motives of suicidal behavior and in a context of psychological-legal problems of euthanasia.

The beginning of these researches was connected with the social order of the necessity of humanization of criminal law and the problems of the criminal personality studying. In the history of juridical psychology for the first time the problem of attitude to death was stated by the follower of C. Lombroso, an Italian lawyer Enrico Ferri. In 1888, considering the personality structure of the anthropological type of the murderer, as one of characteristics, E. Ferri has distinguished a mental (or moral) insensibility which is shown in indifference to sufferings and death that is found in the relation to the victim, friends and accomplices and, at last, even to self. In his opinion, the mental insensibility is a consequence of the physiological insensibility which in



turn is determined by anatomic and physiological anomalies of an organism and can be established by means of objective methods.

It is necessary to notice that despite a great number of the works devoted to the violent criminal personality, and in particular, murderers (S.N. Abeltsev, V.N. Kudryavtsev, A.S. Mikhlin, V.F. Pirozhkov, E.A. Pisarevskaya, etc.), the existential aspects of this problematic perspective were considered within the limits of the criminal psychology and criminology obviously insufficiently. In the concepts available in the scientific literature there are found distinct influences of Freudianism and neo-Freudianism.

It is known that Z. Freud wasn't especially interested in crime problems; therefore the criminal aggression remained of his field of vision. However, he postulated the existence of the person's unconscious desire of death which he connected with aspirations to destruction and self-destruction. Within the model of the classical psychoanalysis of Z. Freud Life constantly struggles with Death. Comparing the modern person to primitive people, to their attitude to another's death, Z. Freud argued that we "are murderers such as our ancestors were" [7, p. 184].

The greater influence on views of native criminologists was exerted by E. Fromm's conception (1994). As one of forms of the person's "unproductive orientation of character" he distinguished necrophilia which is understood as a thirst for destruction, aspiration to make life mechanical, controllable, numb, as opposed to biophilia – love to everything alive.

At the heart of necrophilia there is an escape mechanism of a destructivism type. Unlike sadism directed on strengthening of an individual by domination over another, destructivism is directed on elimination of any potential threat from the outside. E. Fromm argues that these are the people who recruit as executioners, terrorists, torturers. He attributes murderers to this category of people.

E. Fromm believed that necrophilia as a phenomenon of mental pathology acts as an inevitable consequence of undevelopment, psychical "disability" and as the result of the un-lived life. In his opinion if the person "... can't break away from own narcissism and constantly feels own isolation and purposelessness, the only way to suppress this intolerable feeling of purposelessness and some "vital impotence" is to assert self at any cost, at least at the cost of barbarous destruction of life. For commission of an act of vandalism it is required neither special diligence, nor intellect, patience; the destroyer needs only strong muscles, a knife or a revolver..." [8].

At the same time, as he believes, there are no rigid bounds between necrophilic and a biophilic orientation: each individual is a complex totality, a combination of the features being in a concrete combination; the quantity of such combinations actually coincides with the number of individuals.

Completely necrophilic characters are met rather seldom; such people should be considered as gravely sick; it is necessary to look for genetic background of this pathology. The majority of people manifest a mix of biophilic inclinations and necrophilic tendencies, and the last are rather strong to cause the internal conflict of personality.

Thus, for example, Y.M. Antonyan (1997) distinguishes necrophilia as one of causes



of the murder. Unlike E. Fromm, who excluded a sexual sense of this word, Y.M. Antonyan considers necrophilia as an uncontrollable attraction to death, including a pathological sexual attraction.

Considering the murder psychology, he writes, "Murder is a denial of life and disgust at it; it is fullest embodiment of hatred, very often addressless hatred, hatred in general, hatred of everyone, and the more people or social system are estranged from constructive values the stronger it is" [1, p. 84].

According to E.G. Samovichev (2002), in the consciousness of the overwhelming number of people the problem of ontological bases, specifics of their "being" status isn't reflected. The confidence of the majority in the right to existence proves to be true already by this fact. At the same time, as the author believes, criminals-murderers represent a category of people to which the right to own existence isn't obvious, and is proved only by the fact of their criminal killing of another person. As E.G. Samovichev writes, "murderers show an absolutely specific way of the person's existence at the heart of which there is an absence subjective and psychological definiteness of this fact and, moreover, the right to existence" [5, p. 59]. And this ontological status of personality has a powerful motivating potential.

The author argues that "the murder has no external motivation; it can't be justified by any external circumstances (though these almost always can be found). It has purely subjective motivation, which essence is not in achievement of any concrete subject result, but in overcoming of own "unnatural" stand in life" [5, p. 59]. Thus, according to the author, in the consciousness of murderers the value of own life proves to be true by the other person's death.

The empirical research of the attitude to death of the persons condemned of various crimes, carried out by A.A. Bakanova (1999), seems very interesting. She believes that attitude to life and death represents a system, the main emotional and rational components of which are: a degree of acceptance of life and death, ontological safety, acceptance of self, sense vision, responsibility, aspiration for growth, idea of death as a transition to another condition or as an absolute end. According to a various correlation of rational and emotional components of attitude to life and death in critical situations there are eight life strategies of coping with them: "Aspiration for growth", "Search of the meaning of life", "Love for life", "Fear of life", "Life capture", "Fear of changes", "Self-abasement" and "Hedonism". This research represents a great interest undoubtedly. However, her sample included the condemned of violent and nonviolent crimes and that doesn't allow to define the specifics of the relation of the condemned to these existential problems, connected with their personal experience of death.

One more interesting research is S.V. Kovalenko's work who has studied the attitude to death of the teenagers who committed murders, but owing to infancy weren't held criminally liable. In her research it is shown that the minors who committed homicide delicts are characterized by a specific content of ideas of death in comparison with contemporaries, within which limits the facilitated acceptance of the other's person death is combined with avoiding of appraisal and/or denial of the probability of



own death, and the expressiveness of the affective-value component of attitude to death that is manifested as a cognitive-affective concern over death both at a level of fear of death and at a level of tanatic anxiety.

One more direction of studying of attitude to death in a context of psychological-legal problems is a problem of euthanasia admissibility. The term "euthanasia" (good dying) was offered for the definition of "easy death" by the English philosopher Francis Bacon in the XVII century. The problem of the possibility of faster death of the incurable for the purpose of his/her protection from intolerable sufferings (exclusively when the patient asked about it) was treated by him as the right to freedom to choose. The modern definition of the term "euthanasia" was given by the Congregatio pro Doctrina Fidei in "The declaration on euthanasia" from May 5, 1980. "Euthanasia is understood as any action or, on the contrary, inaction which, in its essence or intention, leads to the death, designated for elimination of pain and suffering". That is in its direct sense euthanasia is a premeditated murder by means of a method causing the least pain and sufferings, committed "out of pity" with a view to determine intolerable sufferings, or to avoid difficulties of life which is considered as "inhuman", "not worthy of the human".

It is necessary to notice that this problematic includes two main aspects: a problem of the person's right to voluntary departure and a problem of the attitude to another's death, the problem of the admissibility of murder of the other person (may be out of the best motives). In the literature devoted to the problems of euthanasia, the most discussed is the first problem – the person's right to voluntary departure. Unfortunately, there are not enough works devoted to euthanasia as a murder on compassionate grounds. Meanwhile, the committed murder, even out of the most "noble" motive, should influence the murderer's personality. The psychological-legal and moral aspects of this problem demand independent studying.

And, at last, the third direction of thanatological problems in juridical psychology is connected with studying of psychological-legal aspects of suicide behavior. Within the limits of this problematic there prevail the researches directed on explanation of the methodology of legal-psychological examinations on criminal cases on suicides and essays suicide. As a result the majority of research in this direction is focused on the practice of legal-psychological examinations and seldom reaches rather a high level of theoretical generalizations.

Thus, the theoretical analysis of the literature shows that within the limits of juridical psychology the researches of the existential problematic have mainly an applied character, seldom rising to a level of theoretical and never mind methodological generalizations.

Within the frameworks of the relation to death in the scientific literature the problems connected with own death and bereavement of the people near to the subject are mainly analyzed. At the same time it is necessary to note that there is an obvious deficiency of the works devoted to the attitude to death of the people causing it, both in the scientific literature on the whole and in the criminal and psychological literature



in particular. It seems that this is the direction to discover new prospects of studying of the problem of the criminal personality.

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PERSONALITY PSYCHOLOGY

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Personality characteristics of entrepreneurs of small towns

The problem of psychological preconditions for the development of entrepreneurship in small towns of Russia is raised in the paper. Data about personality characteristics of small towns' entrepreneurs are presented. The results of a comparative study of values, hardiness, and ambiguity tolerance, which are inherent to the entrepreneurs and non-entrepreneurs of urban community Shira (Russia, Khakass Republic), are presented. Differences in hardiness, ambiguity tolerance, and value orientations of small towns' entrepreneurs (Shira) and big cities' entrepreneurs (Tomsk) are revealed. The hypothesis about the destruction of traditional value system as a condition for development of entrepreneurial personality qualities.

Keywords: *entrepreneurs, small towns and big cities, hardiness, ambiguity tolerance, values.*

At present in Russia, the problem of entrepreneurship takes on a special social and practical significance in connection with the goal assigned at the state level. This goal is the development of a small and medium business [23]. The problem of entrepreneurship has always been an interdisciplinary branch of knowledge and has actively developed by various sciences such as economics, sociology and psychology [1, 2, 4, 8, 15, and others]. However, the characteristic feature of these studies is that they are mainly devoted to the study of various aspects of entrepreneurship in big cities. Suffice it to cite the following fact: at the V Congress of Russian Psychological Society, which was taking place in Moscow on 14–18 February 2012, many reports about the psychology of entrepreneurship were presented [12]. These reports concerned with the psychology of big cities' residents and psychological characteristics of big cities' entrepreneurs, and problems they face in the course of its activities. However, phenomenon of entrepreneurship in small towns hardly paid any attention. However, today this problem is extremely topical because according to sociologists and economists small towns are in a deep crisis [7, 19]. This crisis manifests in the fact that small towns are substantially behind in socioeconomic development of big cities [1].

Economists and sociologists see the solution of a problem of small towns in the development of entrepreneurship [7, 19]. They offer various socioeconomic measures to improve the situation, but it seems to us essential that the realization of these measures can meet with difficulty in the form of psychological unreadiness of population to entrepreneurial activity. In this connection, this problem must be considered from a psychological point of view.



What are psychological conditions of enterprise development? Since the first papers about entrepreneurship economists and sociologists say about the so-called «personality syndrome of entrepreneurship». In fact, they say that entrepreneurship is not so much an economic category as a psychological category. Entrepreneur's personal characteristics provide the entrepreneurship. R. Cantillon and A. Smith called the willingness to take risks an important characteristic of entrepreneur [16]. A.R.J. Turgot added to it organizational and creative skills [18]. According to one of the first creators of entrepreneur's psychological portrait W. Zombart [5], an entrepreneur should possess the following qualities: spiritual freedom, will and energy, perseverance and persistence, leadership and organizational skills. D. McClelland [11] believes that the distinctive psychological characteristic of entrepreneur is a high level of achievement motivation. J. Rotter [21] asserts that entrepreneurs are characterized by a higher level of internality than non-entrepreneurs are. R. Brockhause [20] suggests that successful entrepreneurs are characterized by a preference for moderate risk. V.N. Druzhinin [3] focuses on motivation (first of all, self-actualization need, which directs at realizing of personality potential), self-esteem, and level of aspirations, decision-making ability and take risks.

Because of this, the goal of our paper is a determination of psychological potential of development of entrepreneurship in small towns. The content of psychological potential reveals through entrepreneurs' personality. In our paper, we present results of a comparative empirical study of entrepreneurs' personality characteristics as values, hardiness and ambiguity tolerance. The study took place in two stages. In the first stage (August – October 2011) identified features of hardiness and ambiguity tolerance by persons, who are engaged in entrepreneurial activity and persons, whose activity are not related to entrepreneurship. The study involved residents of urban community Shira (Russia, Khakass Republic). Shira has the status of small town. Participants of the study are 60 entrepreneurs (owners of small shops, cafes and hotels at the age of 22 years to 57 years) and 60 public servants (police officers, doctors and teachers at the age of 22 years to 55 years). In the second stage (January – March 2012) identified features of values in the same sample of urban community Shira, and features of hardiness, ambiguity tolerance and values by 60 entrepreneurs of Tomsk (Russia, Tomsk region) (at the age of 22 years to 56 years).

We conducted primary data collection using questionnaire methods. We used S. Maddi's «Hardiness questionnaire», adapted by D.A. Leontiev and E.I. Rasskazova to determine features of hardiness [9]. We used D. McLain's «Multiple Stimulus Types Ambiguity Tolerance» (MSTAT-I), adapted by E.G. Lukovitskaya to study ambiguity tolerance [10]. We used S.H. Schwartz's «Value Inventory», adapted by V.N. Karandashev to identify values [6].

Consider the results of a comparative analysis of hardiness and ambiguity tolerance of Shira's entrepreneurs and non-entrepreneurs. As follows from Table 1, in the group of entrepreneurs mean values of these parameters of hardiness as involvement, control and risk-taking significantly higher mean values of similar parameters in the group of non-entrepreneurs.



Table 1

**Results of a comparative analysis of hardiness
and ambiguity tolerance in the groups of entrepreneurs (n = 60)
and non-entrepreneurs (n = 60)**

Scales of S. Maddi's «Hardiness questionnaire» and D. McLain's «MSTAT-I»	Mean values in the group of entrepreneurs	Mean values in the group of non-entrepreneurs	Value of Student's test (t-value)	Significance level (p)
Involvement	42,09	23,57	10,19	0,00
Control	32,15	17,20	9,52	0,00
Risk-taking	18,29	10,18	7,61	0,00
Cumulative index of hardiness	92,53	50,95	11,15	0,00
Ambiguity tolerance	97,07	55,60	10,27	0,00

Based on the interpretation of such scales of questionnaires as «involvement» and «control» [see 9], it is arguable that Shira's entrepreneurs some more than non-entrepreneurs are convinced that involvement in activity and fight give a chance to find something worthwhile in life and to affect the result of what is going on. Even though this effect is not an absolute and the success is not guaranteed. The greater intensity of parameters of such scales as «risk-taking» and «ambiguity tolerance» [see 9, 10] refers to the fact that entrepreneurs have a higher level of readiness to act at their own risk, in the absence of reliable guarantees of success. Entrepreneurs less inclined to consider the undefined situation as potentially threatening and, on the contrary, consider them more like the opportunities to learn something. They are less inclined to be afraid of difficulties, which may be associated with risk and ambiguity.

Our findings about the personality characteristics of small towns' entrepreneurs confirm ideas, which already given above. These ideas are about the fact that entrepreneurs in general have a higher level of internality, willingness to take risks and achievement motivation, and they are more persistent and energetic. It is clear that these qualities acquire the special importance in our country because it requires additional and very important efforts to overcome obstacles faced by entrepreneurs: bureaucratic barriers, corruption, political engagement of legal areas, situation of total economic uncertainty, and social instability, etc.

If we now try to answer the main question of our study: «Whether there are psychological reasons of development of entrepreneurship in our country?», on the face of it, this question can be answered in the affirmative. However, it is only on the face of it. Comparing these data with normative indexes of techniques, which we use [9, 10], can be seen (see Table 2) that they do not transcend of average normative meanings in the group of entrepreneurs, and they essentially below of average normative meanings in the group of non-entrepreneurs.



Table 2

Results of a comparative analysis of average normative meanings and mean values of scales of S. Maddi's «Hardiness questionnaire» and D. McLain's «Multiple Stimulus Types Ambiguity Tolerance» in the groups of entrepreneurs (n = 60) and non-entrepreneurs (n = 60)

Scales of S. Maddi's «Hardiness questionnaire» and D. McLain's «MSTAT-I»	Average normative meanings	Standard deviation	Mean values in the group of entrepreneurs	Mean values in the group of non-entrepreneurs
Involvement	37,64	8,08	41,90	23,56
Control	29,17	8,43	31,80	17,20
Risk-taking	13,91	4,39	18,30	10,18
Cumulative index of hardiness	80,72	18,53	92,03	50,94
Ambiguity tolerance	98,00	19,10	97,11	55,60

Therefore, our tentative optimistic conclusion about the existence of psychological conditions for development of effective entrepreneurship in small towns seems quite doubtful. Based on findings we can talk rather about the fact that non-entrepreneurs of small towns have extremely low parameters of hardiness and ambiguity tolerance than the fact that entrepreneurs have high similar parameters.

This fact was the basis for the second stage of our study. The goal of it was the comparison of personality characteristics of small towns' entrepreneurs and big cities' entrepreneurs. Consider the results of a comparative analysis of the hardiness and ambiguity tolerance of Shira's entrepreneurs with the same parameters of Tomsk's entrepreneurs. It should be noted that Tomsk has a status of «big city». Differences on all scales of used methods were statistically significant (see Table 3). In the group of Tomsk's entrepreneurs, they are significantly higher than in the group of Shira's entrepreneurs.

Table 3

Results of a comparative analysis of characteristics of hardiness and the ambiguity tolerance in the groups of Shira's entrepreneurs (n = 60) and Tomsk's entrepreneurs (n = 60) by Student's test

Scales of S. Maddi's «Hardiness questionnaire» and D. McLain's «MSTAT-I»	Mean values in the group of Shira's entrepreneurs	Mean values in the group of Tomsk's entrepreneurs	Value of Student's test (t-value)	Significance level (p)
Involvement	41,93	46,13	-2,28	0,03
Control	31,80	37,40	-3,58	0,00
Risk-taking	18,30	21,13	-2,80	0,01
Cumulative index of hardiness	92,03	104,67	-3,40	0,00
Ambiguity tolerance	97,12	111,02	-3,65	0,00



The received differences may be, of course, due to socioeconomic conditions of development of big cities and small towns. Economists and sociologists distinguish among the negative factors of small towns the following factors: depopulation, mass migration to cities, high rate of unemployment, low-income of population, and poverty [19]. Social problems entail psychological problems. Small towns' residents experience a high level of stress [14], have a low self-esteem, and worry about their own competence. This leads to a decrease of adaptive capacity and social passivity of the small towns' population [17]. However, in our opinion, deeper psychological characteristics of small towns' residents may be reasons for these differences. We base on the D.A. Leontiev's concept of personality potential [8]. D.A. Leontiev, on the one hand, considers parameters of hardiness and ambiguity tolerance most important characteristics of personality potential. On the other hand, he argues that values mediate the personality potential. We assume that differences in value orientations may be deep psychological bases, which determine differences in hardiness and ambiguity tolerance of entrepreneurs in big cities and small towns.

We conducted a comparative analysis of values to test this hypothesis (see Table 4).

S. Schwartz [see 6], author of «Value Inventory», which we use, identifies two levels of values: the culture-level (or the level of normative ideals) and the individual level (or the level of individual priorities). The culture-level includes internal guidelines, ideals and beliefs. These values are analogous of M. Rokeach's terminal values. The individual level includes values, which manifest in actual behavior. These values are analogous of M. Rokeach's instrumental values. The first level is more stable and it reflects person's views how to act. It defines his life's code of behavior. The second level is more dependent on the external environment, such as group pressure. The first level relates to specific human actions.

As follows from Table 4, such values as conformity, tradition, benevolence, universalism, and security are more evaluated at the two levels in the group of Shira's entrepreneurs as compared with the group of Tomsk's entrepreneurs. Moreover, such values as self-direction, achievement, power, and stimulation are less evaluated.

According to S. Schwartz [see 6], values are organized into two bipolar axis of dimension. The first is «openness to change – conservatism». The pole «openness to change» includes such values as self-direction and stimulation. The pole «conservatism» includes such values as security, conformity, and tradition. The second axis is «self-enhancement – self-transcendence». The pole «self-enhancement» includes such values as power and achievement. The pole «self-transcendence» includes such values as universalism and benevolence.

Based on this concept, it is arguable that values of Shira's entrepreneurs and values of Tomsk's entrepreneurs are at opposite poles. Values of Shira's entrepreneurs apply to poles «conservatism» and «self-transcendence». Values of Tomsk's entrepreneurs apply to poles «openness to change» and «self-enhancement». Hereby the main feature of value structure of entrepreneurs from big cities and small towns is a difference in values of Shira's entrepreneurs and Tomsk's entrepreneurs.



Table 4

Results of a comparative analysis of values on culture-level and on individual level in the groups of Shira's entrepreneurs (n = 60) and Tomsk's entrepreneurs (n = 60) by Student's test

Scales of S.H. Schwartz's «Value Inventory»	Mean values in the group of Shira's entrepreneurs	Mean values in the group of Tomsk's entrepreneurs	Value of Student's test (t-value)	Significance level (p)
<i>Culture-level of values</i>				
Conformity	3,69	2,28	4,61	0,00
Tradition	3,57	2,03	5,64	0,00
Benevolence	4,88	2,99	5,74	0,00
Universalism	4,55	2,21	8,38	0,00
Self-direction	5,36	7,71	-6,61	0,00
Stimulation	3,12	4,56	-4,69	0,00
Hedonism	3,58	2,90	1,94	0,06
Achievement	4,48	6,23	-4,31	0,00
Power	4,53	5,78	-2,33	0,02
Security	5,66	2,90	8,72	0,00
<i>Individual level of values</i>				
Conformity	6,63	2,03	19,38	0,00
Tradition	6,37	2,18	17,97	0,00
Benevolence	6,16	2,62	14,16	0,00
Universalism	5,18	2,40	11,28	0,00
Self-direction	3,25	7,71	-16,45	0,00
Stimulation	2,77	5,28	-10,63	0,00
Hedonism	2,97	2,76	0,84	0,40
Achievement	3,42	5,75	-7,93	0,00
Power	3,49	6,06	-8,76	0,00
Security	7,95	2,40	21,98	0,00
<i>Note. Statistically significant differences are highlighted in bold type.</i>				

Our results confirm the results of sociological researches, which were received earlier and were devoted to study of mentality of small town's residents. M.V. Nikitsky concludes that small town's residents are characterized by strong social control of life and human communication, elements of traditional neighborly community, almost complete impossibility of anonymous existence. Therefore, most of reasoning and experiences of small town's residents are based on traditional national beliefs and values, which are pro-social [13, P. 63]. J.D. Ephremova in her study [4] identified the following



features of mentality of small town's residents: permanent going from one extreme to the other, propensity to absolute values and associated with it utopianism of consciousness, affectivity, prevalence of feeling perception over rational perception, priority of spiritual and moral values over practical results, and undeveloped of individuality.

Of course, on the basis of findings, we cannot definitely assert that value characteristics exactly determine actualization of personality characteristics, which are needed for realization of entrepreneurial activity, but there is every reason to assert that these qualities are quite closely related to each other.

Responding the main question of our study: «Whether there are psychological preconditions for development of entrepreneurship in small towns?», we can say that our data do not positively answer this question.

In addition to positive results, which are state above, our study actualizes, at least, two questions, which determine future study of formulated problem. Destruction of traditional value system is an obligatory condition for the development of entrepreneurial personality qualities or not? Development of psychological characteristics, which provide efficiency of entrepreneurial activity, are achieved at the expense of what positive or negative transformations of value-semantic structure, and of what kind of personality price? Are these transformations natural and harmonious process or they are unnatural forcing, which destroys integrity of personality with all the ensuing consequences? These questions we leave open until the next publication.

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EDUCATION PSYCHOLOGY

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Metasubject project activity in the system of metaproject education

In the article there are presented the authors' general theoretical positions allowing to consider the metaproject education approach as the mechanism of realization of the goals and objectives facing modern education; there are also revealed goal orientations of metaproject education.

Keywords: *metaproject approach, metaproject education, metasubject project activity, metaproject, metaknowledge, metacognition, educational space of metasubject project activity, metaproject results.*

Globalization processes cover the increasing spheres of life over the last decade, including the sphere of general and vocational education. Ensuring of national educational system competitiveness, education quality conformity with social and economic requirements of society have become the major problems of modern education.

Adoption of new educational standards, modernization of curriculums and textbooks, educational content variability cause the necessity of perfection of modern technical, information and methodical support, essentially new approach to construction and definition of new goals and objectives of education, renewal of its content and technologies of the educational process organization.

According to experts, the modern education system "isn't capable to meet the time challenge" (O.E. Lebedev).

As a mechanism of realization of these problems we offer the metaproject approach by means of which it is possible to harmonize tactical and strategic goals of modern education. Briefly the metaproject approach essence is expressed in the person's way of realization and comprehension of the course of life on the basis of metaknowledge, correlation of own personal sense with the ultimate aim – sense of life. Throughout the whole life personality is in the process of self-construction and, creating this project, self projecting, the person is based upon personal experience. During life activity, active participation in various kinds of practice (cognitive, sense searching, social, etc.) he/she transforms both self and the world surrounding, being improved in the spiritual and personal construction.

The sources of understanding of the metaproject approach essence in modern education can be found in philosophical ideas and methods, in humanitarian knowledge, in the basic positions of pragmatism philosophy. Incompatible in a classical paradigm



philosophical theories are integrated in educational space as the modern educational concept possesses the unique property – polyparadigmality. As education *polyparadigmality* we understand an admissibility of coexistence of some methodological systems in which frameworks there are developed the complete, finished models of personality formation and educational process organization, expressed in the form of pedagogical theories, technologies, systems of education [10]. The pedagogical science of the present is in search of the methodological bases which can equip it with adequate, comfortable to a human being ways of the educational process organization. Many authors of pedagogical concepts try to reduce the content of education to a certain minimum necessary for life: to professional functions of knowledge or to satisfaction of market needs. It is appropriate to address to the conclusion of the commission of UNESCO on education for the XXI century in which it warns against any narrowly utilitarian education concept: it should be turned to a human being not as to an economic factor, but as to a development goal. Achievement of flowering of talents and abilities which exist in every person – that is what simultaneously meets both a fundamental humanistic line of education and requirements of justice that are to be met by any educational policy, and also endogenous development true requirements [8].

Transition to polyparadigmatic pedagogical thinking affords ground for more productive prediction and realization of novations and innovations (combining them with traditions) from positions of the harmonization of goal sets, a well-founded choice and the integrated combination of various educational strategies, approaches and procedures of any level.

A particular interest for the metaproject education methodology description is represented by the theories considering mentality in a context of the metasystem approach. First of all these are A.V. Karpov's researches (2005). He offers the metasystem approach as a methodology of studying of mentality functional laws. The mental is possible to be understood on the basis of the metasystem approach as mentality not only reflects, but also generates a new reality. As the author marks, "mentality as a system – unlike the overwhelming majority of all the other types, kinds and classes of systems – belongs to an absolutely special, qualitatively specific category which is designated as the system with the "incorporated" metasystem level" [1].

The internal necessity of introduction of a new category of "metaproject education" consists in recognizing: it is absolutely unessential to consider education as a system of the methods directed on the person to meet goals. Education can be considered as an aspiration to cognition personally inherent in every person. As the method of projects is now more than hundred years old, its innovativeness consists not in an algorithm or organizational components already established by its founders, but in the subject content urgency, modern instruments and innovative ways of realization. It doesn't mean for what purpose, what follows, and what we will receive as a result, but what is the subject of our work, by what means and what ways we go towards the goal [6].



Let us consider goal orientations of metaproject education.

The project activity, focused on the metaproject performance, is based on dialogue, cooperation, mutual aid and assumes the exchange of cultural-information, spiritual-moral, emotional-value streams between the metaproject executors (pupils, students), heads, counselors and other persons "involved" in the metaproject according to its problematic. This kind of interaction, providing productive cooperation of the metaproject participants, promotes creation of new, sometimes unique cultural products of informative activity – social, intellectual, cultural, etc. Thus they mean both individual cultural and other values which are acquired by the person, and the values peculiar to education subjects as representatives of various generations and cultures, and also the values developed in the culture of the world or a specific civilization. Thus, in the project process it is formed the experience of activity in the field of national, religious and universal culture, there are formed the culturological bases of family, social, public traditions.

Work on the metaproject stimulates learners' actualization of the available and active search of the missing knowledge, use of the most various kinds of activity and various information sources for this purpose. During projecting there are created the conditions causing the necessity of application of knowledge in non-standard situations, information polysemy understanding, to be guided in the world of information streams which are of great importance in general cultural development of personality.

Already at the stage of its development the metaproject programs the actualization of various cogitative strategies, acquisition of the cultural patterns of thinking, development of the qualities of problem, creative thinking. More than other didactic means it promotes the development of abilities of self-education, introspection, self-control, self-appraisal, demands use of such nonsubject (metasubject) abilities as generalization, analysis, synthesis, comparison, similarity and distinction finding, etc. From this point of view we can call the metaproject education "the procedurally focused" (M.V. Klarin), transforming its goal orientation to development of cognitive personal qualities: thinking, memory, imagination, attention, need for constant self-education, self-development.

Work on the metaproject allows the learner not only to learn the world, to discover its new, unknown aspect, but also to begin an active dialog with it, to establish communicative mutual relations – both with the project activity partners, and with the world around. The learner's comprehension of the importance of dialogue and joint activity, acquisition of the ability to interrelate, to listen and understand other points of view, to coordinate own actions, to enter a contest becomes the major result.

Unlike the short-term and even intersubject projects metaprojects always have a social component connected not only with learner's adaptation to modern social and economic conditions, but also with the necessity of their studying, development and participation in these processes. Performance of the metaprojects having social aspects provides retransmission, reproduction of social experience, moreover, its creative adoption, enrichment. The socially focused metaprojects help learners to under-



stand and accept the system of moral values existing in society; projecting itself is a socially significant process as it forms the ability to find solution to the most various problems existing in the metaproject or arising in the project activity process.

The base conceptual thesaurus of the metaproject approach to education includes a number of the most essential categories in a conceptual aspect which are subject to analysis and pedagogical interpretation. Introduction of a new category in the developed conceptual system of pedagogical knowledge means demonstration of "such a condition or quality of the object studied by this system, which description and explanation would nonplus it, i.e. to demonstrate the internal need of the system in a new category, to correlate it with the basic categories of this system" [2, p. 31].

The leading concepts of the metaproject approach to education are metaproject, metacognition, metaproject education, metasubject project content, metaproject educational space and metaeducational environment, metasubject project activity.

In the context of our research we consider the educational metaproject as an independent, research, creative, informative-cognitive, practically and socially focused activity of learners realized according to the project activity program and stages, beginning with a problem formulation and ending with the presentation of project results.

In the *metacognition* education model (developed by M. Lipman) the essence of education is considered through development of the ability to philosophize among learners: to find a connection between cause and effect, to apply various ways and means of reasonings in search of answers to the questions, interesting them. As the "metacognition" education idea interpretation through metaproject education we understand that, firstly, at projecting the metaproject education content it is important to be based on so-called oppositional steams in which the dialectics of relations between the reality objects and phenomena "is imprinted". Secondly, as in such problems there are concentrated various sense relations, when the personal experience of the learner contacts with them it is necessary to comprehend the problems of an antinomic character in "the moral imperative" categories. Otherwise the learner's personal experience basing can lead to strengthening of the egoistical relation to the studied content, the priority of one opinion over another.

The following word combination with the meta- prefix is rather often used in the education content projecting. Disclosing the specificity of the content standard realization, in education content the metasubject content importance is emphasized [7]. The content, which in the "formed", static kind may be called general subject, is developed, as a rule, before formation of the concrete subject content. It acts as a content model concretized at the following levels, during the further work. This "before" is important for us because it shows a movement vector: before, instead of after the development of the content of specific educational areas and subjects it is created the general theoretical representation, and with it – that minimum of the education content which, for the present in a general, but already pedagogically interpreted kind, represents the first step on a way of a concrete definition of general education purposes. When it is made, this minimum may be called supersubject or *metasubject*.



The idea of creation of the general theoretical content construct before formation of the concrete subject content in the form of the project developed by learners and teachers, quite corresponds to the metaproject education content. It represents itself as important means of the education content renewal in its integrity and unity.

Thereupon it is necessary to take cognizance of the concepts of “metaprinciple” (N.K. Karpova) and “metasubject results” (O.E. Lebedev) introduction into a pedagogical lexicon. Since education is the category of being, and its content, causing an existential being context, should be focused on the integrated unity ensuring of personality, integration is a metaprinciple of education and learning content construction. Its higher, metalevel, is crossing of personality’s “sense fields” and culture senses. It is clear that development of such content is rather a difficult pedagogical problem. O.E. Lebedev notices that the definition of the subject purposes should precede its content selection. The first group of purposes at a subject content level includes purposes-“intentions”, i.e. the purposes defining value orientations, world outlook attitudes, development of interests, formation of needs and achievement of other personal results. The second group of the subject studying purposes includes the purposes describing “the station of destination”, i.e. achievement of results which the school can guarantee. Four kinds of purposes are distinguished in this group:

- the goals *modeling metasubject results* which can be reached at interaction of some subjects;
- the goals *defining metasubject results* which can be reached within the limits of the subject, but it is also possible to use at studying of other subjects or in other activity kinds;
- the goals focused on acquisition of knowledge and abilities, supplying learners with general cultural competence, their ability to understand certain problems and to explain the reality certain phenomena;
- the goals focused on acquisition of knowledge and abilities, having basic value for professional education, a certain profilization direction [9].

The first two groups of the goals are extremely urgent for metaproject education, since in the sequel we will operate with “the metasubject project content” concept.

To the metasubject content and the metasubject results there should correspond the most generalized educational skills. According to N.A. Menchinskaya, in the general concept of “intellectual abilities” it is distinguished the subgroup of “general educational abilities” which are defined as readiness and ability to carry out action according to conditions in which they are performed. These abilities have an intersubject character and concern “*metaknowledge*”. That is why they call them general, they are used in different fields, at working with different knowledge, thereby predetermine the educational activity success without dependence from its concrete kind. Metaknowledge is a knowledge of the rules, methods of construction of intellectual and sense actions (operations) providing acquisition of the knowledge of the world and own place in it.



It is important to emphasize that general educational abilities are formed only in the personal experience of the learner which also represents rather a difficult formation. In the psychological-pedagogical literature (M.E. Bershadsky, M.V. Klarin, A.V. Khutorskoy, M.A. Kholodnaya, I.S. Yakimanskaya, etc.) it is marked a special complexity of the person's cognitive sphere. The complex of knowledge and intellectual skills and abilities, acquiring by the person during socialization from early childhood to the end of life, psychologists define as the intellectual experience of the person having a three-level structure [11]. The first level represents a cognitive experience providing processing; the second level is a *metacognitive experience*, allowing to realize control, conscious ordering of own intellectual activity; the third level is an intentional experience (intention – lat. – aspiration, orientation), the subject's orientation on a certain object, a work method, allowing to consider own cognitive dispositions and motivation, directions of a problem solution search, information sources, means of its representation and etc. From a position of the metaproject approach there are of great importance:

- the cognitive experience enrichment, realized during educational and noneducational knowledge with its specific displays during studying of various subjects, acquisition of certain facts, concepts, classifications, processes, phenomena and processing of this information;
- the metacognitive experience acquisition, allowing to exercise conscious control over intellectual activity: formulation of a purpose and planning of forthcoming intellectual activity, reflection of own experience and estimation of its results; use of special methods of learning connected with experience, images, symbols, nonverbal aspects of speech; formation of skills of business cooperation, communicative interaction; acquisition of figurative-symbolical activity methods – symbolical mediation, sense generalization and etc.;
- development of the intentional experience as defining the learner's orientation on the project activity, aspiration to active participation in information and experimental search of solution of the problems defining the content of the given project and etc.;
- acquisition of the creative experience – the experience of creative activity, the experience of solution of non-standard problems, use of non-standard ways of solution of problems of projecting, performance of research tasks.

The idea of metaknowledge and metacognitive experience essentially raises the sense forming potential of metaproject education, defines guidelines in selection of knowledge and abilities (not only subject, but also nonsubject) which will be of special importance for formation of value orientations of learners, will be claimed during their life activity. Metaknowledge introduces essential corrections in the educational process organization, use of modern educational technologies, the education process informatization, gives it activity and practice focused character.

Let us consider the metaproject technology classification parameters:

- according to a methodological principle: polymodal methodology;
- according to a level of application: general pedagogical (applied in all the sys-



- tems of education – general educational, professional, professional development, etc.);
- according to technological parameters: metatechnology including a number of “providing” technologies of problem, game, dialog-discussion education and etc.;
 - according to a major factor of development: personally and socially focused;
 - according to a management type: cooperation, partnership, self-government, tutorship;
 - according to a content character: intersubject, nonsubject, metasubject;
 - according to used means: audiovisual, computer, visual, technical, etc.;
 - according to organizational forms: general school, class, group, individual, differentiated, etc. (interschool, international);
 - according to a modernization direction: optimization of the process of formation and development of key competencies of the learner [4].

Comprehension of the metaeducational environment and metaeducational space, potentiating the general sense field enrichment and being the necessary environment of learning, training and education of the creative person helps to understand the essence of metaproject education. As the metasubject project educational environment we will understand the specially organized social-cultural and spatial-subject environment of the learner including the project activity coauthors (teachers, pupils, counselors, etc.), the project activity content, information, technological and resource support providing optimum conditions of the realization of modern educational purposes.

The major constituent, leading component of the educational environment is the metaproject education content, especially integrative processes which stimulate power resources and individual intention of the learner, activating their self-development, self-improvement. Education integration is considered as an integration of various texts in consciousness of the learner, leading to formation of mental concepts and sense forming structures, rather than as a formal integration of various knowledge into a new educational text. “In education, – A.Y. Danilyuk writes, – there is no integration of the content as such. In the educational system there is a consecutive integration of knowledge and consciousness”. And further: “integration of various knowledge by consciousness leads to occurrence of new knowledge so the major indicator of the anthropocentric, developing education is the learner’s ability to generate new texts” [3, p. 269]. The integrated knowledge “generates qualitatively new, sense reality earlier unfamiliar to the child, expands sense divergency (multi-qualitiveness), possibility to disclose personal sense in more variative displays, at a sense saturation higher level” [1, p. 260].

The integrative knowledge inherently, its projecting forms a basis for the metaproject education content development. Inclusion of integration schemes and mechanisms in the metaproject education system, in our opinion, is capable to give a new impulse to development of integrative processes on the one hand and considerably strengthen positions of the metaproject approach on the other.



As the accumulated pedagogical experience indicates, metaproject education can be realized at a level of independent educational system, at a level of innovative project included in a traditional educational program of school, college, high school or in the form of one or several metaprojects realized by pedagogues of either educational institution.

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Kara Zh.Yu., Kupriyanova L.V., Omelyanenko E.V.

The development of artistic giftedness: Master Class «At the Cross-road of the Past and Future»

This article focuses on one of the most exciting issues of our time – giftedness. We consider a practical way to work with artistically gifted children in the “Southern Regional Center of Giftedness SFU.” The event took the form of an open lesson (integrated master-class) with the participation of students from Rostov-on-Don, clear explanation and demonstration of techniques, technologies and methods of work for teachers and lecturers of secondary (general), specialized and higher educational institutions of both ordinary and specialized type.

Keywords: *artistic giftedness, visual abilities, writing skills, an integrated master-class, the direction of artistic and aesthetic development.*

Changes taking place in Russia in the 21st century, have given the chance to create a new system of education, not only oriented on the formation of a certain level of knowledge and skills but seeking to initiate the adaptive mechanisms that allow everyone to realize his or her potential abilities and achieve success according to his or her personal expectations and value orientations. The National Project “Our new School” says that it is necessary to create a special system to support already formed gifted students as well as general environment for developing abilities of each child, encouraging and identifying the achievements of gifted children. In turn, according to the accepted “continuing education”, this refers to adult learning throughout the whole life, and therefore opportunities for the development and implementation of abilities and creative activity at any age. Under the category adults fall both students (age group 21 years) and other adults. Thus, the learning environment should be the real space, which initiates personal development of a man, encourages him to develop his personal potential, and provides an opportunity to build his own system of relations with the world and others, contributing to the creative and intellectual self-development at any age.

Before the teaching science and practice there is a problem – the development of effective models for pedagogical incentive of potential opportunities of gifted children and adolescents, and adults adequate to the priority objectives of the educational policy of our state – development of a new generation human, oriented on the values of a civil society and prepared for a situation of competitive interaction in the market of intellectual and creative services, both on domestic and international levels.

According to I.V. Abakumova “The complexity of the problem of working with gifted children on the personality-oriented level, is that in general psychology, and differential psychology, and pedagogical psychology those factors are often absent which indicate the presence of personal component and determine the involvement



level of a child's personality" [1]. The issue of giftedness continues to be the focus of scientific and public interest. Activity of a capable and gifted student is oriented to appeal to the opportunities of social and educational environment. For this purpose, the problems of development and preservation of the creative potential of a society come to the forefront. Detection and support of gifted children, the implementation of new program content, the quality of general education, the introduction of new forms of work is an important task of the state.

More often we can observe the development of artistic giftedness. The creative way of artistically gifted children usually begins in special schools, clubs, and studios. Growing older, these children are making great achievements in the field of artistic creativity and performing skills in music, painting, sculpture, and theater. However, excellent results would not be possible if the ability of children had not been recognized and respected from an early age by adults. Even the children are paying a lot of time and energy to exercise and achieve excellence in their field. Artistic giftedness of a child appears in various fields of art. Creative growth of a young musician, artist, poet, and dancer shall have differences from each other. But the approach to the detection of giftedness and education of a child with extraordinary abilities is typical for all cases. In the study of children's artistic giftedness a great place is taken by the component approach, which was studied by scholars such as B.M. Teplov, B.S. Meilakh, V.I. Kiriyyenko, V.L. Drankov, A.A. Melik-Pashayev and others [4].

Currently, the prevailing view (A. Melik-Pashayev, Z.N. Novlyanskaya, A.A. Adaskina, A.B. Nikitina, etc.) is on the structural integrity of artistic giftedness. Artistic giftedness has universal and individual aspects. In practice, you cannot always draw a clear boundary between them. We can say that at an early age all children have a high potential in any field. Concerning artistic giftedness it can be noted that young artists produce works of art, and they already have artistic value. And what is important, at the same time the works remain childish, and carry the recognizable features of their author's age.

With regard to fine arts activity it is important to highlight the content of abilities which emerge and develop in it, their structure, conditions of development. Fine art is a reflection of the surrounding in the form of certain sensuously perceptible visual images. The aim of drawing affects the nature of its implementation. The created image can perform different functions, as it is created with a different purpose.

Significant role, with respect to artistic creativity, have psychological mechanisms such as age-related features, emotional state, needs, motivation, individual peculiarities, personality features of a child. An artistic image is a combination of a picture and expression, whether it is painting, literature or music that gives the activity an artistic and creative character, determines the specificity of orienting and executive actions of activities and determines the specificity of abilities for a given kind of activity.

To raise the level of artistic, visual abilities of schoolchildren in the process of studying visual techniques is possible under certain conditions: to use a variety of graphic techniques and materials; to use the tasks of different difficulty levels at the



lessons; to use pedagogical and psychological techniques aimed at the development of visual abilities of school children, creative thinking, imagination, visual skills, personality features; to use the diagnostic material, aimed at studying the development of visual abilities of schoolchildren.

We, the authors of this article, are more interested in the problem of children's artistic giftedness, as well as in their transition to the adulthood and therefore in adults' giftedness.

Each activity requires individuals to possess specific qualities that determine their suitability for it and provide some level of its successful implementation. In psychology, these individual psychological characteristics refer to the ability of a personality, what is more, they distinguish only those abilities that have a psychological nature, and are individually variable.

Capable people differ from incapable because they can master an activity quicker and achieve greater efficiency. Abilities act as a complex synthetic formation that includes not only psycho-physical functions and mental processes, but also the whole development of a personality. Though externally, the abilities appear in activity: in skills, abilities and knowledge of an individual, at the same time ability and activity are not identical to each other. Thus, a person may be well educated and technically prepared, but little capable to any activity. There are, for example, phenomenal counters – individuals who make a complex of calculations with extraordinary rapidity in their mind, while possessing a very average mathematical ability.

Abilities are only the possibility of developing certain knowledge, skills, and whether it will become a reality, depends on various conditions. For example, there is no guarantee that a child with extraordinary mathematical abilities will become a great mathematician. Without proper conditions (special education, creative teachers, the possibility of a family, etc.) the ability dies out, and does not develop.

In this paper we will focus on writing skills. Writing skills include a high level of aesthetic sense, the presence of striking visual images of memory, a sense of language, rich imagination, a deep interest in human psychology, the need for self-expression, etc. Writing skills are classified as special abilities, i.e., the "system of personality traits that help achieve good results in any field of activity" (L.D.Stolyarenko), in this case – in a literary work. The leading features of writing skills are peculiarities of creative imagination and thinking, bright, vivid images of memory, a sense of language, the development of aesthetic feelings. There are the following components of writing skills: poetic perception of reality, emotional sensibility, artistic observation, good imaginative and emotional memory, visual thinking and creative imagination, the richness of language providing the relative ease of processing of verbal images.

Writing skills usually include:

- 1) sharp impressionability;
- 2) emotional sympathy;
- 3) developed aesthetic sense (the selection of typical, significant, expressive impressions);



- 4) ease of formation of associations between words and images (auditory, visual, olfactory) ideas;
- 5) artistic observation as a property of an individual, professionally significant for a writer;
- 6) sensitivity to the rhythmization of the language material;
- 7) special organization of psychic life;
- 8) the ability to experience the impression caused by a word, stronger than an impression caused by the reality.

Artistic giftedness also includes musical direction – a harmonious combination of a bright personality and outstanding musical abilities. A brilliant ear for music, phenomenal memory, supple and well-coordinated body, incredible learning abilities and titanic working capacity are the “traditional symptoms” of a musical giftedness. According to another view, musical giftedness is believed to be, from the original meaning of the words, the God’s gift. There are three criteria for evaluating musical ability and giftedness [2].

The first criterion can be called cultural and historical. In every culture, in certain historical periods, there were musical requirements in accordance with age of a child. In one of the ethnic communities of Nigeria, for example, very young children were trained in singing, dancing and playing the drum, which together formed the basis of the musical culture of this community. The repertoire of the five-year-old “prodigies” consisted of hundreds of songs; children could easily perform difficult dance movements and possessed a complex of skills for playing the drums. Nevertheless, a small Nigerian prodigy was gifted from the position of a European observer but was perceived as an ordinary child in his own society.

The second criterion – age-related. If a child can easily and successfully do something that his fellows cannot do, most often he is called gifted. Perhaps someone will object that this criterion is not so much age-related, as typical for the whole generation. Since the living conditions change, the education system develops and as a result the average level of the new generation capabilities is higher than that of the previous one. However, the child’s giftedness appears against the background of ordinariness of other children who grow up in almost identical conditions. Creations of the outstanding figures of the past are a kind of standard, which future generations desire to achieve.

The third criterion – absolute. Sometimes the extraordinary ability of a child is so obvious that in combination with his bright personality it allows to talk about the unconditional or absolute giftedness. It causes the impression of some “maturity without maturation” a mysterious gift “be able to do sooner than to know” which strikes one in gifted children. [4,5]

In connection with the fact that the relevance of identifying and organizing work with gifted for the time being continues to be relevant, consequently it requires serious educational work among the leaders and teachers of the higher and general education for creating their scientific adequate and modern ideas about the nature of



giftedness in children, adolescents and adults, about the methods of identifying and ways of developing giftedness. This is primarily due to the fact that quite a long period the problem of giftedness was not being developed in our country.

On February 2, 2012 a group of authors: Zhanna Yuriyevna Kara, Candidate of Psychological Science, Associate Professor of General Psychology and Psychology of Development at the Faculty of Psychology of SFU; Lyudmila Valentinovna Kupriyanova, a teacher of the highest qualification category of the Russian language, literature and world culture at the municipal budgetary educational institution secondary school № 64, methodologist of the Department of Philology and Arts of the State budgetary educational institution of further professional education of the Rostov region, "Rostov Institute of Advanced Training and Professional Retraining of Educators"; Elena Vladimirovna Omelyanenko, Candidate of Pedagogical Sciences, senior lecturer of the Faculty of Fine Arts, PI SFU; Michael Adolfovich Fuksman, Candidate of Art Critic Science, a musicologist, an assistant professor of music theory and composition of the Rostov State Conservatory named after S. Rakhmaninov, conducted an integrated master-class "At the Cross-road of the Past and Future" devoted to creativity of the Futurist poet Velimir Khlebnikov, which is a part of an international art project "Inspired by Velimir" under which Don State Public Library organized the exhibition "Khlebnikov and Contemporary Art." The Art Exhibition became the very platform where the master class was conducted. The initiator of the project was the Federal State Academic Establishment of Higher Professional Education "SFU" carrying out the action in the framework of the "Southern Regional Center of Giftedness SFU" under the federal project "Development and implementation of the cooperation models for institutions of higher professional education and general education on realization of general education programs for senior school aimed at the development of giftedness among children and adolescents on the basis of the Center at the major university located in the Southern or the North Caucasian Federal District" in the section conducting events of artistic and aesthetic direction – art workshop, "How Beautiful this World is."

The event took the form of an open lesson (integrated master-class) with the participation of students from Rostov-on-Don (secondary school № 64), visual explanation and demonstration of techniques, technologies and methods of work for teachers and lecturers of secondary (general), specialized (Rostov Art College named after B.M. Grekov) and institutions of higher education and specialized type (Federal State Academic Establishment of Higher Professional Education "SFU").

Within the framework of the master class interesting work was done, where different trends of artistic and aesthetic development were considered: psychological, literary, artistic, graphic and musical aspects.

The master class was attended by:

–senior pupils and teachers of the Russian language and literature of the Municipal Budgetary Educational Establishment Secondary School № 64 Rostov-on-Don;



- Part-time students of the school for gifted children of the State budgetary educational institutions of further education for the children of the Rostov region, “Regional Center for Continuing Education for Children”
- Students of the Rostov Art College named after B.M. Grekov;
- Students, undergraduates, postgraduates and teachers of the Federal State Autonomous Institution of Higher Professional Education “Southern Federal University” (“SFU”);
- Students of the short-term courses of advanced training for teachers of the Russian language and literature of the Rostov region, students of the State budgetary educational institution of additional professional education of the Rostov region, “Rostov Institute of Training and Retraining for Educators” on the program “Spiritual and Moral Development and Education of Russian Citizens in the Process of Studying the Course “Fundamentals of Orthodox Culture”
- public access listeners.

The main objectives of the integrated master class were: spiritual and educational tasks and familiarization of the master class participants with the epoch of the “Silver Age” in the field of literature, fine arts and music in their integrated relationship to the perception, with the further opportunity to induce for the expression and development of certain personal abilities.

The Program of the Master Class “At the Cross-road of the Past and Future” included.

1. The review of the exhibition “Khlebnikov und Contemporary Art.”
2. A word about the “Silver Age” of Russian culture.
3. Theatrical presentation of the “Silver Age” poets.
4. Reading, analysis and interpretation of the poetry of Velimir Khlebnikov, in the context of the Russian literary futurism.
5. Acquaintance with the fragments of musical works (academic avant-garde), correlative with the work of Khlebnikov typologically (by way of artistic perception of reality).
6. Comment of art criticism on the presentation of works by Russian artists -futurists.
7. Creation of online art product (illustration) on the basis of read poems of Velimir Khlebnikov, and on the proposed theme “The Future is mine and Russia’s.”
8. Preparation and performance of “Choral” compositions on the poem by Velimir Khlebnikov, “The Spell by Laughter” (happenings).
9. Reflection of the master class.

In the master class “At the Cross-road of the Past and Future” we followed the two aspects of work with gifted children.

1. Three laws for the development of high ability (giftedness) (V.S. Jurkewich):

1st Law: The development of abilities occurs only in those activities in which the child receives positive emotions;

2nd law: for the development of abilities it is necessary to complicate the main activities of the child continually (such as education and extracurricular activities);



3rd Law: The activities to be developing (as the ability and personality of a child) must be of a significant value for a child (the inner motivation).

2. Basic components of artistic giftedness:

- a) fundamental principle of psychology – a special aesthetic or artistic person's attitude to the world;
- b) focus on the transformation of impressions into expressive art images;
- c) artistic imagination – the ability to implement this direction, to imagine the inner, emotional-value content, objectify it in expressive sensual images. [5]

In conclusion, the authors made some of the findings that, in conducting a thematic integrated master class, the proposed formed reality primarily affects the person as an integrity, causing his personal reaction and a certain setting, which form the basis for the subsequent behavior of the individual. It is assumed that the creator has precisely this peculiar integrally-personal response that is different from the reaction, occurring in the same conditions, with an ordinary person. An individual, who is in such a creative environment, is able to actively change his creative potential, to exercise and develop his individual abilities.

Thus, the authors submitted for consideration the relevant issues concerning giftedness and, in particular artistic giftedness.

In the "Southern Regional Center of Giftedness SFU" they plan, design and implement a variety of thematic workshops, trainings and seminars. There is interaction and cooperation of psychological and pedagogical staff of SFU Faculty of Psychology, Faculty of Fine Arts, Department of Philology and Arts the State budgetary educational institution of additional professional education of the Rostov region, "Rostov Institute of Training and Retraining for Educators" from one side and the executives and teaching staff of the system of higher and general education and representatives of the Southern Federal District and North Caucasian District, on the other side.

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Maslennikov A.A.

Psychological features of the civil identity of the students of a different ethnoconfessional orientation

In the article in a theoretical aspect there are considered the phenomenon of a civil identity as a component of personal adaptation of students and psychological approaches to its studying. The attention is focused on a competence approach which allows to consider identity as a personal value of the person of a certain ethnic and confessional belonging at a level of identification competence.

Keywords: *personal adaptation, identity, civil identity, identification competence.*

Now the problem of personal adaptation of students at the beginning of training becomes urgent. There are a lot of problems: a different level of grounding in the base subjects, different professional and educational motivation, various social possibilities etc., but one of the main problems which becomes a barrier on a way of formation of the harmonious interpersonal relations between students consists in differences which often underlie deformations of both interpersonal character and personal plan – acceptances of new conditions of training.

The carried out analysis of psychological features of students at the beginning of training in higher education institution shows that interaction of students of different nationalities and different religious faiths has specific features. The specifics of the student's identity and, in particular, its kind that now we characterize as a civil identity influence this process. It can be considered as a basis of the development of a positive or negative attitude to the representatives of different ethnoses. In the modern pedagogical psychology it is noted that the students as a special social group form a specific community of the people, being characterized by the features distinguishing it from other age stages of the human life. Still in many respects this problem remains a subject of a debatable consideration.

Entrance to the institute of higher education is accompanied by the important changes involving greater or lesser disturbance of the adaptable processes inherent in the young man (G.S. Abramova, R.G. Gurova, P.A. Prosetsky, V.I. Slobodchikov, etc.). The difficulties of adaptation intensify, if before students there is a need of so-called intercultural adaptation.

Ethnofactors form a special mental reality (L.M. Drobizheva, A.A. Leontiev, R.N. Musina, G.U. Soldatova, I.M. Yusupov, etc.). The sense essence of the "ethnos" concept is revealed (Y.V. Bromlei, L.N. Gumilev, M.B. Eshich, etc.). For each person it is stated a



special importance of functions which are carried out by ethnos: identifying, personal developing, therapeutic etc. (A.G. Ageev, Y.V. Bromlei, L.M. Drobizheva, N.M. Lebedeva, V.S. Mukhina, G.Y. Soldatova, T.G. Stefanenko, V.Y. Hotinets).

A certain ethnoconfessional group belonging leaves its mark on interaction process, both in this group and beyond its limits. Ethnorepresentations are a difficult formation initially forming on the basis of the available for the subjects of interpersonal interaction ideas of other ethnos and further being corrected by the direct impression of personal and behavioural manifestations. Ethnic stereotypes, ethnic prejudices (in particular) can affect interethnic interaction construction.

The identity disturbance can take the form of ethnophobia, xenophobia, nationalism, chauvinism, ethnic intolerance or hostility. These phenomena can be shown in interethnic contacts of students of the higher education institution. Therefore it is urgent to reveal psychological features of development of the positive relation of students to the representatives of different ethnoses in the course of interethnic interaction. For this problem solution it is necessary to reveal features of the identity of students of different ethnoconfessional belonging and, in particular, the specifics of the civil identity influence on the features of personal adaptation of students at the beginning of training in the higher education institution.

For definition of the civil identity as a base category of the present work we will address to various treatments of the interfaced concepts in various psychological theories. First of all, these are identity and identification, the concepts which are interpreted extremely differently now. The approaches characterized further are the most interesting. The analysis of publications and researches shows that in psychology there is a whole direction of the psychology of identity research. According to J. Marcia [1], on this subject there were carried out about 300 works for the last 25 years. In researchers' works it is observed the identity of different sorts: gender, social, personal, professional, core, role, etc.

In psychology there are distinguished some approaches considering structure, genesis, conditions and features of formation of identity: psychoanalytic (E. Ericson's psychoanalytic concept), status (J. Marcia), value-volitional (A. Waterman), behavioristic (E. Goffman, L. Krappman, G. Mead, R. Fogelson, J. Hobermas), cognitive (G. Breakwell, J. Turner, H. Tajfel, N. Ivanova), existential-humanistic (J. Budgental, A. Mindell, A. Mindell, K. Jaspers), structural-dynamic (V. Ageev, N. Antonova, G. Borishchevsky, P. Gnatenko, V. Pavlenko, P. Lushin, K. Korostelina, V. Stolin, L.B. Schneider, V. Yadov, etc.).

Self-identification is a process of simultaneous formation of self and understanding of self; it presupposes a new language of perception and expression [6]. The person projects himself/herself in the social horizon of the life world, receiving a "guarantee" of own identity from the "others" imposing responsibility on him/her. There is a distinct idea of identity as a self-presentation. That is why identification also appears as a narration about life, history about self in attempts to impart integrity to the separate and to catch the uniqueness escaping in publicity space.



Identity includes two subsystems: personal identity and social identity. The first is a self-determination in terms of physical, intellectual and moral features. The second is defined by the person's belonging to various social categories: race, nationality, sex etc.

The person can identify himself/herself not only with other person, but also with ideals, samples, with public values, with own aspirations, purposes. The data of the researches of V.S. Mukhina, L.V. Popova, V.F. Petrenko, etc. points to it.

E. Erikson distinguished a positive and negative identity [7].

Another approach to a problem of identity is presented within the limits of an interaction approach (G. Mead, E. Goffman, R. Fogelson, L. Krappman, J. Hobermas, H. Rodriguez-Tome, R. Jenkins). "I" is studied as a result of acceptance of the reflected appraisals of other people; the crucial role in identity formation is played by interaction. The personality realizes itself, acting together with others; during interaction it is formed the idea of own I, consisted of two aspects: I – the impulsive side of I representing the direct answer to a situation requirement, and me – the side determined by norms, socially predetermined conditionalities, the person's adoption the relations developing in the course of interactions.

G. Mead, a philosopher who has many followers now, by identity understood the person's ability to perceive own behavior and life on the whole, as the united, comprehensive whole [8]. In fact, in his works G. Mead reproduces the idea of two types of identity: personal and social; the personal identity is "secondary" in relation to the social one, since the reflection is carried out by means of the language categories developed in the course of interaction. E. Goffman adheres to the same point of view on personal identity as a social phenomenon; by it he understands unique signs of the person and the facts of his/her life which will be interpreted as the personal identity if the interaction partner knows them. E. Goffman enters the third type of identity – I-identity, the individual's subjective feeling of own life situation, continuity and originality. J. Hobermas defines the personal and social identity as two measurements where the balancing I-identity is realized: the personal identity provides the human's life history connection; the social identity provides a possibility to fulfill the requirements of all role systems to which the person belongs.

R. Fogelson, the author of a "fight of identities" model, distinguished four types of identity: 1) real identity – the individual's self-report on self, his/her "I today" self-description; 2) ideal identity – the positive identity to which the individual aspires, what he/she would like to see of himself/herself; 3) negative identity – the identity "causing fear" which the individual aspires to avoid, what he/she wouldn't like to see of himself/herself; 4) presented identity – a set of images which the individual produces for other people in order to affect their appraisal of his/her identity.

The person tries to approximate the real identity to the ideal one, and to maximize a distance between the real and negative identity. It is reached by manipulating the identity shown in social interaction.

J. Turner enters a concept of self-categorization – the cognitive grouping of self with any class of identical objects. He distinguished three levels of self-categorization:



1) self-categorization of self as a human being; 2) group self-categorization; 3) personal self-categorization.

Identity is social by the origin, since it is formed as a result of interaction of the individual with other people and his/her adoption of the experience developed in the course of social interaction. A change of identity is also caused by changes in the social environment of the individual.

The competence approach to the civil identity problem which considers the identification competence as a basis of this process is of special interest. If to speak about the identification competence in its all-human, civil-state and ethnic manifestations, it is necessary to remember that the highest level of identity defines, "cultivates" the underlying: the all-human identity reached by personality raises "everyday", "natural" patriotism to a level of civil and state, and, respectively, the civil-state patriotism acquired by personality in the course of the corresponding identification, "disconnects", "discloses" its ethnic identity in the direction of both "all-humaneness" and "civilization".

One of the main forming constructs of the identification competence is the subject position of the student in relation to own biography, his/her "co-authoring", "projective" attitude concerning the future school and adult life. This construct is connected with harmonious influence more than something else.

The identification competence is an essential personal function; it is a "tool" of personality's uniqueness, the "tool" allowing personality to be an "author" of own identities, i.e. the initiative transformer of self and the external world under the influence of different "cultural samples". It is one of important fundamental components in the structure of personality which, first, is directly responsible for adequacy, relevance and success of the "role" behavior and "role" activities, both social and professional, and, secondly, the identification competence if represents "a cultural new formation" of personality, i.e. a complex of values, beliefs, knowledge, motives, habitual and familiar actions, "growing" to the full-fledged activities, having its numerous prototypes in the world of "large culture".

The identification competence, as well as any competence, is a full-fledged activity performed independently in all its components – from the motive development to receiving of a result and reflection of the performed. By this competence essentially differs from the dependent work of any complexity, in which the most intricate abilities can be used, but there is no totality of components of activity.

The motive of the identification competence is always an aspiration for self-realization in the community referential for the person, but, at the same time, a search of those who "are referential for you": "understand you", "need you", who "you need". That is the motive of the identification competence is the need for solidarity pure and simple.

Within the frameworks of the present work we carried out the diagnostic research of the identification competence. At the initial stage of the work with use of free association we revealed the content of the general field of representations of the students



of an experimental sample of the representatives of other ethnoses as subjects of interpersonal communication.

The received ranks of associative characteristics were processed; therefore there were distinguished two primary groups of representations of the students – characteristics of the subjects of interpersonal communication – of the representatives of other ethnoses. The sense group, including personal qualities, appeared the most numerous among all received associations that allowed to assume that the perception of the subject of interethnic interaction is generally based on distinguishing of these qualities. Thus, both positive and negative qualities are attributed to the generalized image of “Another” as to a subject of interethnic interaction. According to the results of the substantial analysis of the total list, these qualities mutually exclude each other in some cases.

The analysis of the sense group of the associations reflecting representations of students of psychological characteristics of different ethnoses shows that they attribute to them the most various behavioural forms and interaction strategies: positive (cooperation, adaptation, concession, compromise) and negative (dissociation, avoiding, misunderstanding, conflict, rivalry). Thus, the numerical structure of positive and negative forms of the behavior attributed to the representatives of different ethnoses is approximately identical.

The analysis of the estimates received at the answer to questions of the questionnaire was carried out with use of a method of factorial processing of numeric data. The students' individual estimates of the expressiveness of personal qualities and behavioural strategies of the representatives of different ethnoses were summarized in the generalized matrix of estimates. The following results were received:

- to the positive image of the representative of other ethnoses there corresponds rather a saturated sense line of associations characterizing its behavioural and personal manifestations;
- the negative image of the representative of other ethnoses on its substantial structure is considerably poorer, than the positive (almost half as great). The negative attitude to the representative of other ethnoses is combined with enough narrowness of the available ideas of his/her features.

Thus, the distinction between representations of the subjects of interethnic interaction is developed in several directions: sense, emotional and formal. At the positive relation to the representative of other ethnoses as to a possible subject of interaction, his/her image develops of a wide range of the qualities characterizing different behavioural manifestations: universal qualities, communicative properties, intellectual and business features. Negativity of appraisal is based on endowing the representatives of other ethnoses with the features of imperfection of proficiency in a language, his/her non-observance of the speech etiquette (“rudeness”, “neck”) and insincerity manifestations (“cunning”, “falsity”). The psychological portrait of such a representative of other ethnoses is considerably poorer, than at the positive relation to him/her of the students of higher education institution. Insignificant volume of



knowledge and adequate ideas of the persons of other ethnoses is accompanied by the development of a negative attitude in relation to them; this attitude is difficult to be corrected.

The analysis of distribution of the representations of students of psychological features of different ethnoses at different experience of real interaction with them allowed to reveal the following features: existence of the extensive experience of communication with the representatives of other ethnoses results in prevalence of the students' positive image (56,8 %) of them as possible subjects of interethnic interaction ($p \leq 0,001$); absence of the significant experience of communication with the representatives of other ethnoses results in prevalence the students' negative (49,0 %, $p \leq 0,01$) and discrepant (32,3 %, $p \leq 0,05$) images of them. On the whole, the distinctions in representations of the students having and not having the experience of communication with the persons of other ethnoses are found in the following directions: 1) ascertaining of a possibility of establishment of psychological contact; 2) benevolence of the communicative contact course; 3) duration of the maintenance of relationships; 4) possibility of transition of conventional attitudes to friendly relations. Thus, distinctions in the students' experience of communication with the representatives of other ethnic groups lead them to considerable distinctions in the relation to establishment of the possibility of positive interpersonal relations with them.

The detailed analysis of the distribution of the students' representations of the subjects of interpersonal communication – representatives of other ethnoses at different subjective readiness for communication with them allowed to reveal the following features: the subjective readiness for communication with the representatives of other ethnoses is combined with existence of the students' positive image of the subject of interethnic interaction (85,7 %, $p \leq 0,001$); at subjective readiness for communication with the representatives of other ethnoses there is no negative image of the subject of interethnic interaction among the students (0 %); lack of subjective readiness for communication with the representatives of other ethnoses is combined with high prevalence (75,0 %) of a discrepant image of the subject of interethnic interaction ($p \leq 0,001$); at absence of the subjective readiness for communication with the representatives of other ethnoses the students don't form a positive image of the subject of interethnic interaction (1,8 %), however the negative image of the subject of interethnic interaction doesn't receive high distribution (23,2 %).

The diagnostics allowed to reveal that a level of formation of the identification competence of the students the representatives of different ethnoses influence on: 1) optimism level concerning the possibility of establishment of benevolent interpersonal contacts with them; 2) width of the ideas of possible spheres of contact of interests in interpersonal contacts; 3) desire to predict the quality of development of the interpersonal relations with the representatives of other ethnoses; 4) readiness for acquaintance of the representatives of other ethnoses with own friends and relatives.



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Savin V.A.

The didactic bases of self-presentation development as a component of the future expert's professional success

In this article it is raised a problem of formation of the professional self-presentation of the future experts in a context of competence and didactic approaches of the modern educational process in the institute of higher education.

Keywords: *competence, professional competences, communicative competences, self-introduction, self-disclosure, self-expression, self-presentation.*

At the present stage of social development, when the value of young generation education and training for the future professional self-realization is cultivated by the state at a level of a national-priority project, the education focused on the motivational and sense development of the future experts seems reasonable. Purposes and expectation of results of education are considerably modified; there is also a corresponding change in the features of interaction the teacher – the trainee (Abakumova I.V., Klarin M.V., Rudakova I.A., Slastenin V.A., Podymova L.S., Fomenko V.T., Kharlamov I.V.). The educational process needs to be not simply deduced on the level initiating cognitive activity; it is necessary to approximate knowledge to real life, to decision-making in difficult choice situations as much as possible. The changing priorities of public values, unforeseen situations, increasing information volume, unpredictability, complication of human relations, in the society between various systems dictate the necessity of solving of the problem of formation of the personality, able to live in these conditions, to solve the most difficult problems professionally and personally significant.

The modern labor market, which defines priority requirements to the future experts' training, puts forward a social order not to concrete knowledge, but to the competences of workers, claims for their personal qualities and focuses on the disclosure of a value-sense resource. Modern educational standards are focused on this order of society and the employer; they are based on the competence approach as a methodical basis of the modern model of training of the expert at a level of the institute of higher education.

More often the characters of competence manifestation are described by means of the words "efficiency", "adaptability", "achievement", "success", "understanding", "productivity", "possession", "quality" and "quantity". The concepts "competency", "competence" can be treated as:

- a set (system) of knowledge in operation;
- a criterion of manifestation of readiness for activity;
- an ability necessary for solution of problems and for receiving necessary results of work;
- the integrated integrity of knowledge, skills providing professional activity, the person's ability to realize own competence in practice, motivated ability;



- activity knowledge, doctrines, skills, experience (integration of certain actions, ways and methods of problem solution which were acquired by the person), and also the motivational and emotional-volitional sphere of personality;
- the shown in practice aspiration and ability (readiness) to realize own potential (knowledge, abilities, experience, personal qualities, etc.) for successful creative (productive) activity in the professional and social sphere, in combination with recognition of its social importance and personal responsibility for the results of this activity, necessity of its continuous improvement and etc. The competence structure of the college-bred expert includes the professional competence (readiness, aspiration to work in a certain professional field) and the social and psychological competence (aspiration and readiness to live at peace with self and others, people around). In turn, each of these competences can be divided into general (base, key) competences, general for all graduates of all higher education institutions, and special, important for this specialty. The general professional competence is defined as general professional knowledge, skills, abilities, and also readiness to actualize them in the sphere of a certain group of professions. Into the structure of this cluster there enter competence of the graduate of the sphere of scientific-research, planning-constructive, administrative and managerial, production, pedagogical activity. Special professional competence is a degree and type of professional training of the graduate, existence of professional competences (i.e. readiness and aspiration) necessary for performance of a certain professional activity. Their content (content of their instrumental basis) is defined by the state qualifying characteristics in the form of educational standards, a specialty passport etc.

The general social and psychological competence is a readiness and aspiration to cooperate effectively with other people, to understand self and others at continuous modification of mental conditions, interpersonal relations and conditions of the social environment. As a part of the social and psychological block there are considered social competences (tolerance, responsibility, ability to work in collective, etc.), personal competences (readiness and aspiration for self-development, self-perfection, self-education, reflection, creativity, etc.), information competences (skill in handling new technologies, their critical use, language qualifications, etc.), ecological competences (ecological responsibility based on knowledge of general laws of the society and nature development), valeological competences (readiness and aspiration for healthy life-style), etc.

It is obvious that for realization of such complex problems on formation of the above-mentioned competences it is necessary to form competences which are beyond the traditional educational purposes at a level of the school and student's training. First of all they label as these the communicative aspects of training. More often they distinguish:

- social competences (everything that is connected with the problems of interpersonal interaction);



- polycultural competences (interaction in the polycultural educational and professional space);
- language competences (a level of proficiency in a language in the oral and written form);
- information competences (a level of handling new technologies).

Mainly, the pedagogical tradition focuses attention on a question of formation of the communicative competences in a context of interpersonal interaction and as a component of the specialties focused on a “person-person” type of interaction (the teacher, the psychologist, the journalist etc.). However, there is one more major aspect which extends boundaries of training of specialists of the most various profile; these are competences connected the features of self-introduction which allow the expert to show own professional potential in the most different contexts of a work interaction (for example, at employment, in various competitive situations etc.). These competences give the chance to any expert to increase own labour market competitiveness. The ability to make a good impression, ability to state own point of view convincingly and substantially, skill in a debate and many other things will increase the young specialist’s chances to find the work which will bring both financial, and personal satisfaction. “It is absolutely clear that the person’s success of interaction with other people in any sphere of communication is based on his/her ability to create an adequate image for other people and the ability to read correctly information sent to him/her” (Gotseva Y.A., 2008). The ability to organize the interaction with colleagues, to communicate with them, to influence their relations are fairly considered as the most important qualities of the expert’s personality in any profile, his/her defining level of the general professional competence (A.A. Bodalev; N.I. Gutkina; S.T. Dzhanerian, E.I. Ilyin; I.A. Zimnyaya, S.S. Kondratieva; V.A. Labunskaya, A.V. Mudrik; I.V. Strakhov; T.N. Scherbakova).

The “self-introduction” term defines the person’s position in regulation of own relations with surrounding people, balancing between the poles of openness-closeness (security). It always remains an indicator of the personal competence in communication, indicating the person’s ability to react flexibly to changes of a situation of interaction, to predict the features of the interlocutor’s response, relying on his/her specific features. Self-introduction is one of mechanisms of personal self-control and regulation of interpersonal relations, therefore its studying is necessary for deeper understanding and comprehension of the essence of personal behavior in the communication sphere [Ageev V.S., 1986]. Self-introduction stimulates personal growth, carries out a developing function, promotes self-knowledge, personal identification.

The main purpose of self-introduction consists in creation of an image adequate to a specific situation in order to form the other people’s correct idea of the person’s intentions and purposes in a self-introduction situation (Shkuratova I.P., 2009). In the modern psychological and pedagogical science there is a whole section which can be characterized as the psychology of personal self-introduction. Shkuratova I.P. suggests rather a detailed typology of approaches to studying of this phenomenon (interac-



tive approach, communicative approach, socio-perceptive approach, culturological approach, gender approach, individual and personal approach, practical approach), however in such an extensive classification it isn't reflected a didactic approach which is focused not simply on statement and description of certain aspects of self- cultur-ological, but mainly, assumes the description of mechanisms of its formation as a certain professional competence in a context of the directed training at the stage of the future expert's training. The carried out inquiry of students of various professional orientations (physicists, biologists, psychologists, philologists, economists) allowed to reveal a number of indicators connected with their level of self-introduction awareness as a component of professional training:

- the overwhelming majority of students of humanitarian specialties (more than 96 %) consider that self-introduction is a necessary component of their future professional success, but thus note that at the stage of high school training these competences aren't directly formed (within an educational program), or they are formed situationally (for example, within certain courses or even themes). Students-psychologists couldn't designate educational modules which mastering would form a concrete competence purposefully. However, these are future psychologists who have distinguished the technologies of the mediated influence on development of the abilities connected with the professional self- introduction bases (participation in various trainings, supervision, practices including a consultative component etc.);
- science students (physicists, biologists) are informed about the features of the professional self-introduction as a potential resource of the future professional success to a lesser degree. More than 75 % of the interrogated science student admits that this competence can be useful, but only 46 % of them consider that their future career or the professional success can depend on a level of formation of the professional self-introduction abilities;
- more than 64 % of students noted that courses which are focused on formation of this competence work for its initiation and permanent development in a minimal degree (pedagogics, psychology, culturology, conflictology, ethics etc.);
- the majority of students (61 % of humanists, 74 % of science students) badly represent the specifics of self-introduction as a professional competence. More often they emphasize an external component (clothes, appearance, speech) while the internal (personal aspects of interpersonal interaction), such as empathy (understanding of the features of another person during interaction), reflection (ability to estimate objectively the impression one makes on the interlocutor), sense consonance (ability to understand value-sense attitudes of the interlocutor and to share his/her estimation priorities), overcoming of communicative and value-sense barriers which can arise during interpersonal communication etc. generally aren't distinguished by students at all.

The inquiry results have allowed to reveal an obvious deficiency in training of the future expert of the most different profiles, those educational modules which



can directly work for formation of abilities of the professional self-introduction. However it is necessary to develop a model of didactic initiation of the professional self-introduction of future experts for this purpose realization at a level of the real educational process in the institute of higher education. In developing this model it is necessary to designate a number of categories interfaced to psychological-pedagogical aspects of self-introduction, having given them a didactic interpretation.

For understanding of the self-introduction mechanisms the most significant are concepts of self-disclosure, self-expression and self-presentation. In works of Shkuratova I.P. there is rather a detailed characteristic of these categories; their general and specific characteristics are distinguished. Self-disclosure is understood as a reflective actualization of real motives and needs (self-monitoring), initiating a certain behavior (thus reflection acts as a dynamic component, and self-disclosure as a substantial side of the integrated process of self-understanding), and self-expression characterizes the most significant elements of self-disclosure (these are the concentrations of the self-introduction subject where the shown image is most brightly cultivated).

If we consider a situation connected with the directed creation of an image in a concrete context (for example, professional), self-introduction appears as an ability to self-present in a certain manner (for example, to make an impression of self-disciplined, executive, carried away by work etc. on the partners of communication) and can be considered as self-presentation, ability to present a certain image to other people being focused on their attitudes and professional expectations. According to E. Goffman, whose works drew the attention of psychologists to the self-presentation problem, in various life contexts in many respects, appearing before other people whom he/she is interested in, the person should mobilize own activity to make a necessary impression. "As a rule, the self-presentation term is used as a synonym of control over impression for designation of numerous strategies and techniques, applied by an individual at creation and control of an external image and impression of self which he/she shows to other people" (Mikhailova E.V., 2009). If personal aspects are involved in self-presentation (it is presented not simply an external image, but a system of life orientations which is directed on this professional area), it is legitimate to use the personal self-presentation term. It is the personal self-presentation as a component of professional training that we want to consider from a position of the competence and didactic approaches, thus the competence approach will give an opportunity to describe those key (base) abilities which will provide the future expert's possibility to present own professional potential more completely, and the didactic approach will allow the teacher of the institute of higher education to develop instruments which will initiate this competence of the student.

On the basis of the results of primary questioning and diagnostics (including projective and game situations "I get a job") we distinguished strategies of self-presentation which were shown among students on the edge of practical training. The following strategies were most typical:



The gaining self-presentation expressed achievement motivation. It is characterized by a choice of adequate roles and tasks (corresponding to a social position, education, professional and life orientations), a choice of the social environment corresponding to a level of the subject's identification (27 %).

The protective self-presentation expressed the behavioural manifestation of motivation to avoid failure. The person chooses tasks inadequate for solution, either with the underestimated requirements, or with unreasonably high requirements (24 %).

These results have pointed to the dependence of a self-presentation strategy on achievement motivation and motivation to avoid failure. It gave an opportunity to develop a course of studies (which served as the beginning of practical training for students) which corrected a picture essentially. After the corresponding studies, more than 50 % of students (including both humanists and natural scientists) showed the readiness for the professional self-presentation at the initial stage of labor activity during practical training.

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Volkov S.I.

The features of perception of a person from a photo in the Internet (on the material of the terrorist and anti-terrorist orientation sites)

This article is devoted to a problem of perception of a person from a photo on the material of the sites focused on youth audience. A substantial aspect of contents was chosen as a certain information modality – the directed translation of information connected with the terrorist or anti-terrorist information propaganda.

Keywords: *information society, the Internet resources, directed and mediated technologies, value-sense attitudes.*

In the modern information society the mass media as an important component of a civil society formation play a special role.

The mass media provide communication in society scales, representing itself as a main link between the environment and the person. The subject receives the main stream of facts about the external world through the mass media which not only report what occurs around, but also extend models, public norms serving as a sample at formation of the human relations, values and interests defining an image of the individual way of life in whole. Thanks to it the mass media turn into the most powerful factor of influence on a world picture of both a certain person and public groups.

The phenomenon of the mass media became an object of the fixed research of both Russian and foreign psychologists, political scientists, sociologists, linguists from the fifties of the XIX century, and it was studied within the social learning theory (A. Bandura, J. Rotter, W. Mishel), cultivation theories (G. Gerbner), socialization theories (I. Meirovits, N. Postman, M. Rosenberg), theories of use and satisfaction (J. Blumer, E. Katz, F. Palmgren, K. Rozengren), theories of the agenda imposing (D. Show, M. MacComs), cognitive theory of the mass media.

Despite the distinction of approaches to studying of the mass media, all researchers meet in one: the mass media have a huge psychological effect on audience in the sphere of activity itself in its real implementation and in the personal value-sense sphere, transforming its motives, needs, attitudes, value orientations and forming stereotypes. This process concerning youth as a group subject to the greatest influence owing to a lack of formation of the mechanisms of counteraction to information influence of the mass media appears the strongest and, thus, the mass media practically construct an image of the world of young generation.

The mass media play an important role in creation of a subjective picture of world around of modern youth, in particular social reality in various aspects, i.e. participate in the outlook formation in whole. Studying of an image of various social groups of youth and a degree of influence of the mass media on this image seems an interesting, but insufficiently studied subject.



As A.V. Kostina writes, C. Handy distinguishes three psychological types of the person, guided by the strategies of “survival”, “achievement” and “self-expression”.

1. The “survival” strategy. They are impelled by search of livelihood; their main objective is financial and social safety; they are inclined to a clan structure, hold that they have strongly; they are archaic and stand pat. They are “a residual product of an agricultural era philosophy, the top, the middle and the basis of a feudal pyramid”.
2. The “achievement” strategy. They are dominating in the industrial society, focused on the external world and external symbols of success, clever and educated; they are materialists being a driving force of economically successful societies.
3. The “self-expression” strategy. They are focused on the inner world, aspire to manifestation of own talents and belief, and their system of values includes self-realization, personality development, quality of life. Orientation to internal factors of development of personality doesn’t mean a low level of social interaction. On the contrary, these are the people who become a social base of the information society which is characterizing, first of all, by a considerable social unity and a high degree of trust [5].

Further the information society researchers approach to one more important question – features of information perception in the constantly changing information space. A. Toffler notes that in the society of the Third wave the images and associations creating “the mental model of reality”, fastening our picture of the world and placing us in space and time and defining “our place in the structure of personal interrelations” are formed by means of information transformation. While in the traditional society, society of “the first wave”, there were few messages saturated with information, as well as the images which were really attractive, “the second wave” offered new means of socialization to a society – the mass media, which energy “flew by regional, ethnic, breeding channels, standardizing the images occurring in a society” [8, p. 265]. Some of them have been stereotyped, were transformed into iconic images, and the choice and manipulation with these images catalogued in a “card index” have become the person’s task. In spite of the fact that there were quite a lot of these images, and they were very various, their quantity correlated with human abilities of perception, and these “centrally developed images, injected into the mass consciousness by means of the mass media, promoted standardization of the necessary behavior for industrial system”. The third “wave” not simply accelerates innovations, it transforms the deep structure of information, and the person loses the ability to update this “image database” according to the time [8].

As A.V. Kostina specifies, this new type of culture, which A. Toffler designates as a clip culture, is based on information “clips”: advertisements, teams, scraps of news which are unclassifiable, “partly because they don’t keep within old categories, partly because they have a strange, fluid, incoherent form” [8, p. 265]. Thus information users have no possibility to borrow the prepared model of reality, but should construct it



by themselves. Such a way of information consumption forms such unique forms of its perception as “zapping”, when by unceasing switching of TV channels it is created a new image consisting of scraps of information and fragments of impressions. This image doesn’t demand involvement of imagination, reflection, comprehension; here all the time there occurs “reloading”, “updating” of information when everything originally seen loses its value, becomes outdated practically without a time lag. A. Toffler considers the clip culture as a constituent part of information culture; the belonging to it designates the increasing gap between the media users of the Second and the Third waves.

“Past experience can less often serve as a reliable compass in the quickly changing world; more quick learning of the new, great I-reactivity, mobility, ability to act by trial and error are necessary” [4, p. 98].

For successful social and information adaptation in the qualitatively changed conditions the subject of the new culture has to update own “database” constantly. In such conditions, according to A. Toffler’s remark, a transition to the identity of a new type becomes a reality; it is inevitable in a modern situation. This identity is information adapted; its main characteristics are natural inclusion in information processes, ability to adequate perception of received information and aiming for its effective use in own activity.

The special section of the problem of the mass media influence on formation of value orientations is connected with the Internet. The Internet modifies (and sometimes even essentially deforms) traditional forms of people’s interaction and knowledge of each other. “Increases in volume of available information and acceleration in the rates of life define current tendencies of ephemerization of relations” (A. Toffler, 2008). As a result the importance of signs demanding a long period of time for studying decreases, and the importance of evident signs, first of all, all characteristics of a physical appearance which is positioned as the embodiment and carrier of any idea on a site is intensified. “These signs allow to estimate the stranger’s personality” (A.A. Meleshnikov, 2010) and as a result, can appreciably influence, and sometimes they become the defining in the course of formation of certain personal appraisals and value orientations. From here there is a problem of research of influence of certain information with using of images of appearance of people as certain carriers of ideology. What is a transformation of the personal appraisals, connected with certain value-sense attitudes of an extremist character, on the basis of the mediated perception of the physical look (after all it concerns photos)?

In the native psychology traditionally it is considered that the perception of individual and psychological features is closely connected with a phenomenon of physical appeal (A.A. Bodalev, L.Y. Gozman, S.I. Erina, V.A. Labunskaya. V.N. Panferova). The external physical appeal is the most important factor of formation of both emotional relations and value-sense appraisals. “Due to the deep penetration of the global network into all spheres of interpersonal interaction, availability and popularity of the digital photo, the role of perception of the person from a photo increases” (A.A. Me-



leshnikov, 2010). Hundreds of thousands of sites, resources of social networks, blogs and even business Internet resources worldwide use photos of people for the most different purposes: economic (sites on sales of something), utilitarian (acquaintances) etc. However the special type of presentation through the photo is characteristic for contents with ideological background. There are certain technologies of the directed and mediated influence on values of youth audience which in the open or hidden position call for the opposition to public and state values.

In recent years, in the society there was an obvious need for formation of a frame of orientation and idea directed on a change of people's legal consciousness, rejection of the thought on a possibility of violence for achievement of political and any other goals. Along with public authorities as a main part of such a system there are institutes of a civil society, educational institutions of different levels, mass media, representatives of science, culture, clergy and business.

The counteraction to the ideology of terrorism includes a complex of organizational, sociopolitical, information and propaganda measures for prevention of distribution of views, ideas, moods, motives, attitudes directed on a basic change of existing social and political institutes of the state. Information and propaganda measures can be considered as a measure for opening of an essence and explanation of the danger of terrorism and the influence rendering on citizens (groups of citizens, especially youth) for the purpose of education of their rejection of the ideology of violence and their involvement in the participation in counteraction to terrorism. And certainly the Intern appears that epicenter where ideological opposition can reach its extreme forms.

In the conducted study of revealing of personal features of perception of photos presented in the Internet on sites opposite according to contents: focused on ideological counteraction to the ideology of terrorism and, on the contrary, containing information popularizing (or justifying) the ideology of terrorism and extremism. In the research there were some stages. On the first of them we created 3 age groups (317 people at the age from 21 to 63 years took part in this diagnostics; all people had higher education or undergraduate education; in the analysis of the questionnaires the respondents who asserted that didn't listen to the news and weren't interested in ideology in any form were leaved out of account) which were offered to fill the questionnaire of 12 questions which can be grouped as the following subject blocks.

The first block consists of the questions connected with revealing of the main sources of information acquisition. The group "63-45" answered as follows: 62 % – TV is a source of information, 17 % – newspapers, 11 % – radio (generally "Ekho Moskvi" and news which is listened by the respondents being in a transport), 6 % – the Internet, 4 % – stories of acquaintances or colleagues; the group "44-30" showed an essentially other picture: 52 % – TV, 30 % – the Internet, 13 % – radio in the car, 5 % – the press; answers of the respondents of the third group "29-21" are even more different: 78 % considers the Internet as the main source of news information, 14 % – radio in the car, 5 % – TV (generally morning information programs and the concluding programs



of a week), and only 3 % of the respondents of this group prefers to receive the last information through the print media (newspapers, magazines). The results received by means of the questionnaire, show that the youth sample considers the Internet resources as the main source of information, actively uses its various resources and perceives them not as the “clip” phenomenon and as the high-grade content which operatively issues information necessary for appraisal of what really occurs in public, political and economic life. The senior group considers that information presented in the Internet needs to be compared to the data from TV, radio and newspapers (only then it is possible to understand truth and to distinguish it from lie). The youth group doesn’t use such a method. The overwhelming majority of them consider information presented in the Internet as reliable (or in any case deserving greater trust than that from TV). From the character of their answers it is possible to assume, that the Internet (both by the volume and influence type) influences on knowledge and attitudes of this sample of respondents.

The second block of questions was more specifically connected with the subject of the present research. There were questions concerning where exactly the respondents acquire information on the activity of terrorist organizations and details of the acts of violence connected with terrorism, whether they often face information of an informal sense, which contains (may be in a latent form) the propaganda or popularization of the ideas connected with the ideology of terrorism. The senior and average group of the respondents in the majority (more than 80 %) receive information connected with information on terrorist manifestations and their appraisal from official sources (TV, radio, newspapers). The representatives of older generation if they received information of this modality through the Internet, more often these were the sites of the most popular newspapers and magazines (“Novaya Gazeta”, “Moskovsky Komsomolets”, “Kommersant”). They appraise these sites as convenient and well grouped, thus they found difficulty in naming of the specialized sites connected with the propaganda or counteraction to the terrorist ideology.

The third block of questions is connected with revealing of a level of knowledge concerning concrete sites. The youth sample showed much more erudition in questions of the acquaintance with the sites focused on counteraction to the ideology of terrorism. Their answers show that the Network situation on advancement of the violence ideology (of terrorist, extremist, nationalist, and other orientations) has a persistent, aggressive character; it differs by a good theoretical base, considered range of methods of controllable information and psychological influence on users and the immunity of resources. According to the respondents of this sample, the greatest danger for the Russian society consists in the Russian-language Internet resources involving youth in the extremist and terrorist activity, including popularizing an image of a “terrorist-hero”. The aiming of such resources is directed first of all on youth of those republics in which Islam is a traditional religion, and also regions with compact residence of the Muslim population (almost all sites which were named in the answers were focused on propaganda of ideas not only terrorist, but also supported



by theoretical ideas from the fundamentalist Islamic theories). They gave a high appraisal of the portal "Science and Education Against Terror" (<http://www.scienceport.ru/>) intended for the most prepared audience of users in the Internet and meant for participation in its work of the faculties of the institutes of higher education of Russia and the near abroad, young teachers, students of postgraduate courses, advanced students of the humanities and technical high education institutions, academic circles of Russia and the near abroad, who are interested in the problems of society development on the way of rejection of the ideology of terrorism, extremism, national and religious chauvinism, respect for the ideology of various religious confessions on the basis of the ideas of civil identity (we all are the citizens of the Russian state) and preservation of cultural wealth, intellectuals and the experts of the sociological sphere who are interested in the relation of these social national groups to the above-listed problems. The blogs «<http://truenet.livejournal.com/>» and «<http://scienceport.ru/blog>» are meant for discussion of the problems of terrorism, extremism, national and religious chauvinism, distribution of child pornography, struggle against drug and alcoholic addiction and drug-distribution in on-line mode and a participant of our inquiry sometimes participates in discussions on questions connected with formation of antiterrorist values in the youth environment.

The fourth block of questions was connected with how they perceive the photos which are used in the Network for propaganda or counter-propaganda of the terrorist ideology. In this part of the inquiry the greatest awareness was shown by the youth sample. The majority of them consider that it is an absolutely correct method; if there is a specific visual line or concrete photos, the subjective image of information perception appears quicker and the appraisal opinion is better formed. (An example of answers: if I see the photo of the person who is charged with violence, it can interest me; I start to examine the photo and probably once again I will address to the more detailed reading of the text presented on a site). The traditional psychological stereotype that "a key component in the structure of a subjective image of personality, which is forming at perception of a photo, is a complex of the features reflecting the content of a stereotype of physical appeal" (A.A. Meleshnikov, 2010) in this case doesn't work. On a question, "What exactly have attracted you in the photos of people on these sites?" there were given answers with a positive tendency of appraisal (charismatic face; determined look; beautiful girl etc.), and also the answers where the effect of alternative positioning (such a puny creature, but have made such a thing; such a petty person; they make an impression of badly developed people etc.) was emphasized. However, the character of answers gives the opportunity to draw quite an important conclusion: the perception of the stranger's personality from a photo, by consideration of contents of the sites focused on propaganda or counter-propaganda of the ideology of terrorism, provides enough social and psychological information for a certain appraisal which influences the attitude of value-sense perception of presented information in whole. Visible morphological characters determine attributing of personal features and appeal appraisal, and personal attribution (endowing the person from



the photo with individual and psychological features which is characteristic neither for him/her, nor for the observer as a subject of estimation) together with physical appeal or unattractiveness determine further tendencies in the appraisal and semantic choice. The great role in the specifics of appraisal is played by the sex of the one who is on photos and the sex of the one who perceives. The photos of young soldiers who were participants of anti-terrorist actions and appraised by girls were most positively perceived. Girls don't appraise men (judging by the answers of our inquiry) who take part in terrorist actions as attractive; on the contrary young men in a number of answers showed a sympathy to those girls or women who were represented on sites connected with a terrorist subject (she has sad eyes; what can get such a young being to perform such an awful act; she was certainly forced etc.).

The findings show that the use of video images is an important component in the course of formation of anti-terrorist values which are priorities for our society today. If we can correctly use this psychological resource of convincing influence, the directed and mediated influence of the contents, directed on formation of antiterrorist values at a level of a subject acceptance of the Internet users, will be considerably more productive.

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Achina A.V.

The possibilities of elaborating components of psychodiagnostic activity among students-psychologists in the process of experimental program

The article considers the possibilities of creating the components of psycho-diagnostic activity among students- psychologists in the process of the experimental program. The components of psychodiagnostic activity are described. We assessed the semiotic, logic, technical and deontological components of psychodiagnostic activity among students-psychologists before and after their participation in the experimental program. We managed to reveal the markers of deontological components of the psychodiagnostic activity and ways of developing this component. We outlined the ways of the further research.

Keywords: *psychodiagnostic activity, structure of psychodiagnostic activity, components of psychodiagnostic activity, solution of psychodiagnostic tasks, process of students-psychologists training, experimental program.*

Modernization of training process suggests students' personality development, creating their professional competence by the modern psychological and pedagogical technologies. This concerns as well psychodiagnostic skills of the final-year students of the psychological faculty of high school. In a number of works [3, 4, 7] they underline that the level of the diagnostic thinking and the general level of psychometrics among students-psychologists are insufficient.

In the contemporary discussion about the students-psychologists' professional and educational training we can here more and more often, that the academic psychologists, prepared by high schools, are far away from practice, he or she should be trained for the activity which is in demand «here –and- now» at the labor market, there is no need to overload the timetable by complicated theoretical courses, because in the practical work they do not play the essential role in general [6]. The close examination of the particularities of psychodiagnostic tasks in the professional activity, reviewing of their potential in the light of studying the compounds of the psychodiagnostic activity and discovering the ways of their development allows looking from a new angle at the problem of high school training of psychological faculty students.

In this connection the aim of our work is the material systematization in order to improve psychodiagnostic training of students-psychologists, as well as the assessment of the efficiency of the elaborated program destined to form the compounds of the psychodiagnostic activity. Psychodiagnostic competence is characterized by the particularities of specialist's acquiring functional and context contents of psychodiagnostic activity, discovering and tracing the process of forming its normal structure. In correspondence with V.I. Slobodchikova's concept [7], this structure may be represented as several levels: 1) at the object – oriented level: the attention is focused upon the object of the activity; 2) at the task –oriented level: the situation is treated



as the complex of the necessary external conditions for achieving assigned tasks (the task in the conditions of the given professional circumstances); 3) at the problem-oriented level: the specialist plays the role of the subject of the professional act, actively looking for and constructing the activity means, facilitating the goal achievement. The specialist, who is only at the first and the second level, can realize it. The third level allows analyzing all the bases and taking into consideration all the components of the activity.

Relying upon the component structure of psychodiagnostic activity elaborated by A.F. Anoufrieva [1] and structure- component model made by S.N. Kostromina [4], we'll consider in details technical, logic, semiotic and deontological components of psychodiagnostic activity.

Technical component reveals itself in the skill of describing the process of the elaboration, standardization and applying the methods more deeply. It is important to know the principals of building the measuring scales, choice, formulation and analysis of tasks and questions. They relate here the elaboration and interpretation of the results, the procedure of their fulfillment, test validity and validity approval. This component is the most developed one during the workshops in psychodiagnostics. The diagnostics of the development of the technical component of psychodiagnostic activity demonstrates itself in the adequate and optimal selection of tests for examination, and also immediately at the process of computing and interpretation of the research results. Some researchers point out that [1, 4, 8], this component is well formed among the final year students of psychological high schools.

Logical component develops in the process of elaborating diagnostic thinking, while thinking process in order to compute the information and its correspondence to these or those particularities of the respondents, that is necessary for further elaboration of psychological diagnosis. The logical component is in a great demand, it includes such skills of diagnosticians as the interrelation of the several methods or tests into the whole for successful psychological conclusion. This is the component which causes the greatest difficulty among the beginners at psychodiagnostics, because the results of the research contain very often contradictory or mutually exclusive, at the first sight, data.

The logic component is closely connected to *semiotic component* of psycho-diagnostic activity, because it contains the theoretical bases of psychological symptoms. Именно на основании of the assimilated theoretical knowledge students have the possibility to juggle with a variety of facts, relying upon psychological, psychological and pedagogical and clinical symptoms while giving a diagnosis. The elaboration of this component happens through the practical activity while writing psychological conclusion or giving a psychological diagnosis.

Deontological component of psycho-diagnostic activity is created in the most difficult way in the process of students-psychologists training. Its creation is possible only in the process of the natural psychological activity. Deontological compound is reflected in the fact that the efficiency of the psychodiagnostic activity doesn't depend



only upon the professional qualification, but the personality of the diagnostician. The deontological aspect of psychodiagnostic activity is the «complex and multidimensional concept, letting integrate really professional, ethic (moral and healthy) and psychological (values, empathy, motivation and others) compounds of the successful activity» [2, p. 118]. Its contents are created by the entity of the ethic bases, competence (professional and communicative) and personal particularities of the specialist [5]. So, forming the deontological compound of psychodiagnostic activity among students-psychologists is complicated due to the absence or insufficient psychodiagnostic practice while studying at high school.

That's why the created experimental program was oriented to the development of the compounds of the deontological component, such as:

- Clients' support (empathy, formal-friendly level of the interaction, supporting nonverbal behavior and etc.);
- the search for resources (trust to clients experience, discovering his strong sides and etc.);
- the way of giving feedback to the client (focus upon the positive «findings» in psychodiagnostic research, finding mutual decisions in the complicated situation, constructive recommendations, not the simple statement of the results and etc);
- they do not give their own evaluation of the results (observation of the ethical moments while presenting the information to the client and etc.).

Establishing the contact between the psychologist and the respondent is the condition of the successful diagnostics. This is in the process of the experimental program students-psychologists have the opportunities to build and develop deontological component, setting up the friendly, confidential relations in the process of the diagnostics and individual feedback, developing the level of the empathy and sympathy. The individual meeting of the tutor with the first-year student, during which the first-year students are informed about the test results, it requires particular attention and delicacy, taking into consideration the high emotional significance of the situation, conditioned by the new social life stage of the first-year students.

In our research we wanted to assess the degree of the development of the components of the psychodiagnostic activity, and used the following methods: 1) solution of psychodiagnostic tasks, taken from the real practice of consulting (6 tasks at each stage); 2) method of experimental assessment; 3) method of the inclosed observation; 4) the method of content-analysis; 5) methods of the mathematical statistics of the data computing (the statistical criterion of Mann Whitney, criterion of Wilcoxon).

After the first stage of the research 252 students-psychologists were divided into two subgroups: experimental and control ones. Let's note that before starting the experiment the average means according to all the parameters for solving psychodiagnostic tasks in both groups of the students have almost the same means and do not show any significant dissimilarities (Table 1), which is confirmed by the criterion of Mann-Whitney.



Table 1

Average indices in the experimental and control groups before carrying out the experiment

Indices	Experimental group	Control group	Level of difference significance – no dissimilarity
Success rate	0,9	0,9	0,94
Number of stages	2,0	1,9	0,55
Sequence of stages	0,0	0,0	1
Number of the hypotheses	1,9	2,0	0,38
Adequate hypotheses	0,9	0,5	0,5
Number of the methods	1,7	1,8	0,32
Adequate methods	0,4	0,6	0,34
Feedback	1,0	1,0	1
The search for problems	2,9	3,7	0,39
The search for resources	1,7	0,4	0,58
The search for decisions	1,7	0,8	0,6
Neutral description	1,3	1,9	0,35
Support of the client	0,0	0,4	0,66
Questions to clients	5,7	2,7	0,87
Unprofessional statements	1,4	1,3	0,37



Then, the experimental group took part in the experimental program, the aim of which was to develop components of psychodiagnostic activity. The program includes several stages of work. Each stage has the certain orientation, let's consider it in details.

Substantiation and choice of methods for making diagnostics among the first-year students let us develop the technical and logic components of psychodiagnostic activity.

The carried out testing was made in order to elaborate the deontological component.

Data analysis of psychodiagnostic study are called to train semiotic, logic, and technical components of psychodiagnostic activity.

The elaboration of the psychological portrait of the first-year student with the forecast of the success of their training at the selected faculty of the high school form the logic and semiotic components in the diagnostic activity of the students-psychologists.

Feedback was given during the individual meetings, the extra trainings and individual correctional events allow to develop deontological component.

The students-psychologists participation in the experimental program was organized by the psychological service of South-Russian Humanitarian Institute in Rostov-on-Don.

After taking part in this program, the experimental group was exposed to the second examination of the efficiency of solving psychodiagnostic tasks, these tasks were proposed to the control group, too. As at the first stage of the study, the respondents were proposed 6 psychodiagnostic tasks for each of them. The problems were the same, but the concrete conditions were changed.

Below, in the table 2, you can see the average means of the different parameters characterizing psychodiagnostic tasks and indices of statistic dissimilarities.

Analyzing the data, represented in the table, we can make a conclusion that in the experimental group there were the following changes:

1. There is a statistically significant increase of :
 - the index of the integral success of solving diagnostic tasks, in comparison with the first stage of the research, it means after taking part in the experimental program the students started to solve more efficiently the suggested diagnostic tasks;
 - the index of stage consequence of the diagnostic process, that means the development of the logic component;
 - the adequacy of the preliminary hypotheses, that points up to the development of the semiotic and logic components;
 - the adequacy of the diagnostic methods, that testifies about the development of the technical and semiotic components;
 - the orientation towards the search of client resources, and also the number of the supporting statements addressed to the client, it means that the psychologist tries to find strong sides of client's personality, instead of looking for disturbances and complexes, as it was before the experiment; development of the deontological component.

Table 2

Average indices in the experimental and control groups after carrying out the experiment

Indices	Success rate	Number of stages	Sequence of stages	Number of the hypotheses	Adequate hypotheses	Number of the methods	Adequate methods	Feedback	The search for problems	The search for resources	The search for decisions	Neutral description	Support of the client	Questions to clients	Unprofessional statements
Control group	0,9	1,8	0,6	2,8	0,9	2,1	0,6	1,0	3,3	0,5	0,8	0,7	0,4	2,7	0,9
Level of difference significance	No dissimilarity	No dissimilarity	0,05	0,05	No dissimilarity	0,01	No dissimilarity	No dissimilarity	No dissimilarity	No dissimilarity	No dissimilarity	0,05	No dissimilarity	No dissimilarity	0,05
Experimental group	1,5	2,1	0,9	1,9	1,0	1,0	1,7	1,0	1,9	2,8	1,7	0,3	2,4	5,7	0,4
Level of difference significance	0,05	No dissimilarity	0,01	No dissimilarity	0,05	0,01	0,01	No dissimilarity	0,01	0,05	No dissimilarity	0,05	0,01	No dissimilarity	0,01
Level of difference significance	0,05	No dissimilarity	0,01	No dissimilarity	No dissimilarity	0,01	0,01	No dissimilarity	0,05	0,01	No dissimilarity	No dissimilarity	0,05	No dissimilarity	0,01



2. There is a statistically significant decrease of:

- means demonstrating the quantity of the proposed diagnostic methods, that suggests the development of the logical and technical components;
- the quantity of the markers of the problems and disruptions, that shows the adequacy to the hypotheses of the psychodiagnostic study; development of logic and semiotic components;
- the quantity of the neutral fact descriptions and unprofessional statements, that points up to the development of the deontological component of the psychodiagnostic activity and helps to improve the efficiency of solving diagnostic tasks.

In the whole we can say that, at the final stage of the experiment the experimental group achieved the development of all the components of the psychodiagnostic activity.

Furthermore, however, the results of the control measurement in the control group (see. table. 2) show that students who didn't take part in this program, also demonstrate changes of some parameters characterizing solving of diagnostic tasks, that should be explained by the acquired experience of such an activity: tasks at the first and the second stages of the research were not identical, but analogical. The stage consequence, quantity of the preliminary hypotheses and the quantity of the diagnostic methods, are related to the gnoceological and technical components of psychodiagnostic activity. There is a decrease of unprofessional statements and neutral descriptions, that are not closely connected to one of the components of psychodiagnostic activity, but they are tied with the integral success of solving diagnostic tasks.

Thus, we can suggest, that logical, semiotic and technical components of psychodiagnostic activity there is a trend for the development at a sacrifice of practice: while solving the analogical tasks the second time these indices increase in both subgroups. Meanwhile, the experimental group demonstrates the more significant tendency of increasing the efficiency of fulfilling psychodiagnostic tasks, that can be explained by the following factors: 1) goal-oriented creation of the compounds of the psychodiagnostic activity in the process of the experimental program; 2) interconnection between all the components in the process of psycho-diagnostic activity [1, 4], it means that, the goal-oriented elaboration of one of them helps to increase the level of the development of the others.

It is necessary to particularly underline, that the number of the markers of the deontological components significantly increased only among the experimental group. This corresponds to the fact that the deontological component can be formed only in the process of the real interaction between the student and "client", when the professional position of the subject of psychodiagnostic activity is actualized.

According to the results of our research we can assert, that the suggested correctional and developmental program can be efficiently used in the system of the students-psychologists' training in order to improve professional competence of the psychologist – diagnostician in the whole, and also the elaboration and development



of the deontological component of the psychodiagnostic activity, particularly. So, correction and development of the psycho-diagnostic skills among students-psychologists are possible at the different stages of the high school training by developing particular compounds of the psycho-diagnostic activity applying available methods. These means in the contemporary educational process are extracurricular special events, dedicated to form the students' professional identity, which will contribute to the development of the internal educational and professional motivation; to the performance of the independent studies in the frame of psychological laboratories and services, which leads to increase of students' professional orientation and etc.

However, in the process of the research we could observe a trend of the irregularity in the efficiency of studying different components of the psychodiagnostic activity by students-psychologists. The questions which arise are: «what helps to fulfill psychodiagnostic tasks successfully?», «What role plays the thinking style in psycho-diagnostic process?», «What are the strategies of solving psycho-diagnostic tasks among students with different thinking styles?», «what are the differences in the efficiency of the assimilation of the psycho-diagnostic activity among representatives of the different thinking styles». The research is to be continued, the answers to these and other questions should be found out.

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