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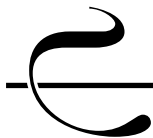
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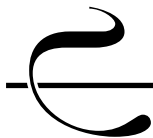
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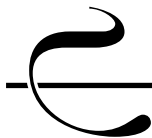
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SOCIAL PSYCHOLOGY

Sidorenkov A.V., Koval E.S.

The technique of individual's social-psychological adaptation research in small group and informal subgroup

The article describes the questionnaire of individual's social-psychological adaptation in the group and subgroup. The technique is based on an ordinal scale with bipolar principle of the signs ordering and has 14 points in the form of statements. Evaluation of the sign severity, displayed at the item is carried out by means of the 7-point scale. The results of evaluation the substantive and the face validity, reliability, consistency, normality of distribution and compilation of normative data are presented. The study involved 174 employees – members of labor collectives in different fields of activity. Established, that the technique meets the basic requirements and can be used in research and applied purposes.

Keywords: *small group, informal subgroups, individual, social-psychological adaptation.*

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The problem of adaptation is an interdisciplinary, as falls in the research field of different disciplines: social and educational psychology, industrial psychology and psychology of personality, sociology, pedagogy, biology, etc., which focus on one or another aspect of adaptation.

In the social-psychological context adaptation is studied as the process and result of incorporating the subject in the social environment: microenvironment (adaptation in the primary, i.e. small contact group), mesoenvironment (adaptation in the secondary group), macroenvironment (adaptation in the society). Specialists are interested in a wide range of issues: the factors and mechanisms, strategies and levels of the individual's adaptation, adaptation peculiarities depending on its object, etc.

In order to solve a number of research and practical tasks, the tools for assessing the individual's social-psychological adaptation is essential. In our country and abroad are developed techniques such as questionnaire for the study of this kind of adaptation that can be divided into several categories. The first category is intended to study level of the individual's adaptation in general, without any connection with the



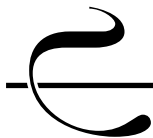
particular social environment. Moreover, in some questionnaires are evaluated not only the social-psychological, but also physiological aspects of adaptation. Thus, *the questionnaire for assess the disadaptation signs* includes the following subscales: "the emotional shifts", "peculiarities of individual psychic processes", "reduction in general activity", "somatic-vegetative disorders", "violation of the cycle "the sleep-wake"", "peculiarities of social interaction", "decrease in motivation to activity", "deterioration of health" [3]. The other contains the subscales, that measure not only adaptation, as otherwise characteristics of the individual. In this regard, these are indicative subscales as "self-acceptance", "locus of control", "desire to dominate" in *the diagnostic methods of the social-psychological adaptation* (C. Rogers and R. Diamond) [5]. In other techniques adaptation is studied indirectly, for example, using a *questionnaire of life satisfaction and social well-being questionnaire* [1].

The second category is the highly specialized techniques, as tool is directed at studying the limited contingent of people and their adaptation level in the certain social environment. For example, *the technique of research the freshmen's social-psychological adaptation* focuses on identifying students' satisfaction level of the teaching conditions and everyday life at the university [2]. At the same time lost sight of students' attitude to the norms, values and traditions of the university, their self-realization in the social and cultural environment of educational establishment, etc.

The third category focuses on the evaluation of the dominant strategies or ways of adaptation flow. Thus, *the technique of research adaptive behavior strategies* is intended to evaluate the eight adaptation strategies in different situations of social interaction [1].

The fourth category consists of techniques intended to study the individual's adaptation in the small group. It may be noted *the small groups socialization scale* (SGSS), which took place on the procedure for evaluating the reliability and validity [6]. It is based on such operational criteria as comfort, confidence and satisfaction from the involvement in the group.

However, there are not techniques that would allow to study not only the social-psychological adaptation of individual in small group, but also in the informal subgroup (if he is included in the subgroup). In the latter case, it is possible to make some assumptions in terms of microgroup theory regarding the peculiarities of adaptation demonstration [4]. First, the different subgroups in the group are characterized by various adaptive property in relation to the novice. Second, in the process of entering novice in any group he is actually included into one of the informal subgroups, which is most opened for him, or not included in any of the subgroups. The overall process of novice's adaptation in the group – is largely the process of inclusion or exclusion in any subgroup. Third, the adaptation of the full members of the group is mediated by adaptation in the informal subgroup (for members of subgroups) or adaptation to a subgroup (for "independent" members). Fourth, members of the subgroups have a higher level of adaptation within their subgroups than for the group as a whole. "Inde-



pendent" members are characterized by higher level of adaptation to the subgroup, to which they are oriented, as in the group as a whole.

Research tasks: a) to develop a rapid technique – *questionnaire of individual's social-psychological adaptation in the group and subgroup*; b) to study and evaluate the representativeness of the sample, reliability and validity of the questionnaire; c) to make the normative data to the questionnaire.

Technique

Construction features of the questionnaire. The technique is based on the understanding of the individual's social-psychological adaptation as the result and process of the mutual activity of the individual and the group / subgroup connected with his assimilation of goal and tasks, norms and values of the group / subgroup, with the definition of his place in the system of relations in line with mutual interests and capabilities.

To develop the technique were used the following subjective (internal) criteria:

- subject perception of the possibility of applying his skills in the group / subgroup, positive-negative evaluation of this possibility (№№ 6, 12);
- subject feelings of the support, recognition or non-recognition of his qualities and activities, achievements and abilities of the group / subgroup, satisfaction with his status in the group (№№ 7, 10, 14);
- subject satisfaction with psychological atmosphere, formed relations with others in the group / subgroup (№№ 2, 3, 4, 8);
- subject perception of the inclusion measures in the life activity of group / subgroup and satisfaction from this inclusion, acceptance of the group / microgroup norms and values (№№ 5, 13);
- subject perception of the mutual understanding degree and similarity to other members of the group / subgroup, the satisfaction from the measure of understanding and similarity (№№ 1, 9, 11).

The technique is based on the ordinal scale with bipolar principle of the signs ordering and has 14 points in the form of statements (Appendix), that have the inverse formulation. Evaluation of the sign severity, displayed at the item, is carried out by means of the 7-point scale.

The technique consists of two parts: "In the group as a whole" and "Among those with whom I support the close relations". The first part is intended for studying the adaptation of the individual in the group as a whole, and the second – in the informal subgroup (if he is included in the subgroup), or to the subgroup (if he is not included in the subgroup). To distinguish the informal subgroups, their composition and members, not included in the subgroups, is used the additional tools.

The investigation can be conducted in the shortened and full versions. The difference consists of the parts of work with the technique. In the full version the adaptation of the individuals in the group and informal subgroup (to the subgroup) is studied. For each item of the questionnaire, the subjects make a separate assessment



of the following topics: "In the group as a whole" and "Among those with whom I support the close relations". In the short version only the adaptation of individuals in the group is studied.

Participants of the research. To assess the content validity of the questionnaire two specialists with the basic psychological education were involved as experts: SFU Professor and Head of Personnel Management Ltd. "Computer Engineering" (Rostov-on-Don).

To assess the reliability, consistency, normality of distribution and compilation of normative data of the questionnaire 174 employees were investigated, 21 are members of the work collective in different fields of activity (production, trade, service, building, government and militarized structures), to assess the face validity – 24 employees. To assess the retest reliability two diagnostic stages were conducted with two months as time difference in investigation. As a result, 64 employees as members of the five groups were investigated.

Registration of parameters and variables. The study was conducted in group form using the blank tools.

The level of individual's adaptation in the group and informal subgroup is the studied variables.

Analysis of results. The algorithm of results analysis in the full version of the technique consists of the fact that in the questionnaire blank individual rates of adaptation (**A**) of each study participant are calculated:

- A-G** (adaptation in the group) It is calculated on the section of stimulus material "In the group as a whole";
- A-SG** (adaptation in the subgroup) It is calculated on the section of stimulus material "Among those with whom I support the close relations".

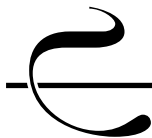
The coefficients (A-G and A-SG) can vary from 14 to 98 points.

The procedure of the methods evaluation. *Substantive validity* of the methods was determined by psychologists-experts on the subject of the accordance each item to the criterion against which it is made. *Face validity* evaluation was made by randomly selected subjects from the standpoint of the items accordance to their ideas: items content should be clear in meaning. The expertise was carried out on a 5-point scale. If the average evaluation of experts (psychologists, and "people from the street") is 4–5 points, then the item is considered possessing the appropriate kind of validity.

Evaluation of *reliability, consistency* of the technique was conducted using Cronbach's alpha coefficient. The values of the coefficient $\alpha > 0,7$ on the scale allow us to judge about its internal consistency.

Evaluation of the technique *retest reliability* was conducted using the Pearson correlation coefficient. If the value of the correlation coefficient is 0.7 or more (high and very high correlation), it is considered that the scale has the retest reliability.

Representativeness of the sample was provided with the following conditions: a) each of the objects must have equal probability of being represented in the sample;



b) the selection was made of uniform set. Selection of industrial groups was carried out from different organizations with different activity profiles using the method of random selection.

Normality of distribution was assessed using the criterion of Kolmogorov-Smirnov. If $p > 0.1$, then the conclusion consists of the approximate accordance of this empirical distribution to the normal.

Statistical data analysis was carried out using SPSS 17.0.

RESULTS

The average value of substantive validity expert estimates of the questionnaire items is ranged from 4 to 5 points, and value of face validity – from 4.36 to 4.86.

Evaluation of reliability, consistency, based on the calculation of Cronbach's alpha coefficient showed that the coefficient for the section "In the group as a whole" (adaptation at the group) is 0.853. Thus, the magnitude of the coefficient $\alpha > 0,7$ indicates the consistency of the scale items.

On the section «In the group as a whole» is established the accordance of the empirical distribution to the normal distribution ($Z = 1,020$ with $p = 0.249$).

Evaluation of the retest reliability evidences the stability of the test results on section «In the group as a whole» on the next indicator of the correlation coefficient: $r = 0,850$ with $p = 0.01$.

In conclusion, we calculated the normative data to assess the level of individual's adaptation in the group and subgroup / to the subgroup: high, trend to high, average, trend toward low, low (Table 1).

Table 1

Normative data and statistical zones of indicators of individual's social-psychological adaptation in the labor collective

Parameter	Normative data			Statistical zones				
	N	x	σ	low	trend toward low	average	trend to high	high
A-G	174	55,0	16,1	14,0–22,6	22,7–38,8	38,9–71,1	71,2–87,3	87,4–98,0
A-SG	123	78,0	13,4	14,0–51,0	51,1–64,5	64,6–91,4	91,5–98,0	-

Note: 1) N – number of members of the group and subgroups, and 2) A-T – indicators of adaptation in the group, and A-II – adaptation in informal subgroups.

Thus, the study showed that the questionnaire of individual's social-psychological adaptation in small group and informal subgroup corresponds with the basic requirements and can be used in research and applied purposes.



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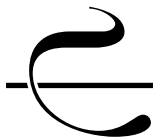
Appendix

Instructions and stimulus material of the questionnaire

INSTRUCTIONS: Read the statements and evaluate their verity with regard to: 1) your primary collective as a whole – the department, shift,... (to the right side from the statements); 2) those with whom you support the close relations in your primary collective (to the left side from the statements).

The evaluation is performed on the 7-point scale, where 1 point means "totally agree", 7 points – "totally disagree", 4 points – "middle" and the remaining points reflect different intermediate measure of your agreement / disagreement. Make note of those numbers that correspond to your opinion. For each item is permitted the choice of only one numerical value. Do not leave the tasks without answers.

«Among those with whom I support the close relations»							Statements	"In the group as a whole"						
1	2	3	4	5	6	7	1. Often my opinion (even if I do not speak out it) disagree with opinion of others	1	2	3	4	5	6	7
1	2	3	4	5	6	7	2. I do not have enough confident and warm relations	1	2	3	4	5	6	7
1	2	3	4	5	6	7	3. I often have difficulties in communicating	1	2	3	4	5	6	7
1	2	3	4	5	6	7	4. I doubt of the sincerity of the other to me	1	2	3	4	5	6	7



1	2	3	4	5	6	7	5. I do not like some of the accepted rules of behavior and relation	1	2	3	4	5	6	7
1	2	3	4	5	6	7	6. Others often do not listen to my opinion	1	2	3	4	5	6	7
1	2	3	4	5	6	7	It seems to me that others underestimate my capacity	1	2	3	4	5	6	7
1	2	3	4	5	6	7	8. I do not feel a sense of satisfaction from communication with others	1	2	3	4	5	6	7
1	2	3	4	5	6	7	9. I have few common interests with others	1	2	3	4	5	6	7
1	2	3	4	5	6	7	10. I do not feel the support	1	2	3	4	5	6	7
1	2	3	4	5	6	7	11. It seems to me that others do not understand what I say or do	1	2	3	4	5	6	7
1	2	3	4	5	6	7	12. I can not express myself (my capabilities) fully	1	2	3	4	5	6	7
1	2	3	4	5	6	7	13. I often have a sense of loneliness	1	2	3	4	5	6	7
1	2	3	4	5	6	7	14. It seems to me that others know me not enough	1	2	3	4	5	6	7



EDUCATION PSYCHOLOGY

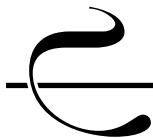
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New technological aspects of education: a modern lesson in modules

A modern lesson is considered by authors in a modular structure. Thus extremes of two approaches existing in didactics are overcome, one of which considers a lesson in an extremely general view, and the other examines it in its stage-by-stage, differentiated development in time. In the modular approach suggested by the authors a horizontal and a vertical lines of education are combined, the general and individual in it are found in one area of designing, carrying out and analyzing of the lesson. The lesson is considered in various didactic aspects and at the same time entirely. The article is intended to teachers, methodologists, teachers-researchers, psychologists.

Keywords: *a module, a topic of a lesson, an inter-subject integration, a leading idea of the lesson, basic and accompanying concepts to the lesson, the general context of the lesson, a semantic component of a lesson, universal training actions, educational technologies, structures of the process, pedagogical risks in the lesson.*

In domestic education the lesson still remains the basic form of educational process. It is rightly qualified as an initial unit of education. A unit, as is known, has properties of the whole. Therefore everything that is usually spoken about in connection with education is also applied to a separate lesson. In didactics there are two extreme standpoints relating to the approach to the modern lesson which also exist in pedagogics. One of them consists in its most general, unsplit into elements and stages understanding. The other extreme standpoint consists in focusing attention on components of the modern lesson, in particular, on consecutive stages of its developing in time. The approach to a lesson suggested by us has a modular structure: the lesson is represented in modules and blocks, and due to this fact a separate and a general in it turn out to be combined; the lesson is represented as an integrated and at the same time a multivariate process including the basic didactic tendencies of modern education (individualization, integration, sense-creation, a space of a choice). The modern lesson in modules is a specific passport of the lesson, its process chart. It needs to perform the same function as the didactic standard, the general framework of educational technologies, and the models of training reunited in a complex model of educational process. The listed didactic structures qualified in pedagogics as new technological aspects of education are directed at forming in a teacher an orientative basis of actions of a high level of generalizations: the didactic standard – in the area of the



content of modern education, the general framework of educational technologies – in the general technological area of education, and the complex educational model – in the structure of education as a whole. The modeled lesson can do the similar function which focuses the teacher in a complex, multiple-valued structure of education.

Module 1. The topic of the lesson. In the traditional approach the topic of the lesson is posed impersonally, neutrally, and determines a framework of the content and a course of the lesson. In the given module it can also be expressed neutrally («The concept of adjective, its basic attributes», «A.S. Pushkin's lyrics»), but clarifying the topic, fixing its basic characteristics are provided. Among them there are:

- the scientific-cognitive value of the topic.* Even in musical lessons sounding and experienced by children music is recommended to “lifted up” to the theoretical level, in particular, in order to teach pupils to perceive, “to read” a “big” music (an opera, the symphony, cantata);
- the sense-personal significance of the topic.* If the attention is fixed by the previous characteristic of the topic on objective meanings of the topic, in this case it is fixed on its sense-personal units. Personal senses express “my” subjective attitude to objective connections and relations of the studied reality, and in this way the teacher has to give a meaning to the topic of the lesson;
- the social importance of the topic of the lesson.* Actually each subject has got the topics comprising potential of socialization of pupils and forming, for example, their behaviour in society, in its difficult situations of communicative type, etc.

Module 2. The didactic paradigm in which context the lesson is designed.

There can be several or even a great many paradigms. The module posed for a reader contains paradigms which are to a different extent connected with one of the central didactic categories – with knowledge:

- the paradigm of mastering of knowledge.* In traditional didactics it is a general line of the educational process. The well-known statement of classical scholars – «understanding is the core of education» – is, first of all, correlated with mastering knowledge. However, whereas the knowledge is a result of activity, lessons of knowledge as “things in themselves” are not a significant source of development of pupils;
- the paradigm of assimilation of knowledge.* Assimilation in comparison with “mastering” is more active, contains an element of overcoming, resistance. In the paradigm of assimilation the core of education is different – it is a moment of movement to understanding through lack of understanding. In assimilation lessons the stress is shifted from knowledge to the assimilation itself, to a search of the very knowledge. At this point it is obvious there are more opportunities for development of pupils;
- the paradigm of experience of knowledge.* This paradigm appreciably differs from previous ones in a turn of the lesson to the personal sphere of a pupil, his/her emotions, feelings, attitudes to the world. All of these cover the special, sense sphere of the pupil. He/she experiences that thing which has a sense for him/her;



–*the paradigm of run through knowledge.* The given educational paradigm extremely narrows academic, cognitive, gnoseological frameworks of the lesson, brings it together with life, with children's own life. If cognition is an extraction of logos from events, in our case the lesson itself is an event. In this case something that is outside the life of the child is not simply experienced, but it runs through as an act of his/her own life.

Module 3. The type of the lesson. The types of lessons are defined according to several parameters:

–*the place of the lesson in the general logic of educational process.* Though the given typology is enough traditional, nevertheless it is more modern and urgent, and expresses a connection of the given lesson with the previous and following lessons. According to the place of the lesson in the general logic of education they define: an introduction lesson, advanced lessons, and a revising-generalizing lesson. The introduction lesson in relation to the following lessons carries out a setting function; it exposes itself into a prospect of educational process. On the contrary, the revising-generalizing lesson is a certain consequence of the previous lessons, and solves a problem of forming simultaneous thinking of pupils, revealing and assimilating that general material which was studied earlier. The advanced lessons have got their own logic;

–*the character of cognitive activity of pupils.* Taking into consideration that fact that an activity can be reproductive (unproductive, repeating), productive (searching, problem, heuristic), and creative, lessons are divided into unproductive, productive, and creative. Lessons of the research type (a research-lesson) and problem-creative lessons are similar to them;

–*the prevailing technology of education.* Among them there are lessons of thematic, problem, large-block, problem-block, research, playing, advanced, dialogue (interactive), reflexive, sense-creation, and integrative types.

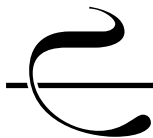
It is reasonable to conclude that one and the same moment can belong to various types depending on parameters of their distinguishing.

Module 4. The purposes of the lesson. The value of the given module in the general structure of the lesson is determined by that fact that the purpose as a means assigns by itself the character of activity. The content, method of training and structure depend from what is the purpose of the lesson. The purposes of the lesson are conventionally divided into:

–*the purposes in traditional terminology:* teaching, developing, educational. These kinds of purposes of the lesson in modern scientific didactics are not popular, for a multitude of their current variants cannot be put in the named target triad;

–*the purposes in modern interpretation.* In this case, according to the degree of "contemporaneity" and practical importance competence, communicative, reflexive, sense-creative, spiritual-moral purposes are distinguished.

The purposes of the lesson can be qualified as tactical purposes of education. Those purposes which are beyond the bounds of the lesson and connected with sig-



nificant fragments of education are considered as strategic purposes. Those purposes which are related to entire parts of the lesson and, therefore, settled within the lesson are defined as the operative purposes. The purposes of the lesson which take in-between position are defined as tactical ones.

Module 5. The leading idea of the lesson and other significant ideas. The leading idea is not connected to pedagogical matter of the lesson, but to its content, correlated to the topic, and expresses its general sense. The leading idea of the lesson is its axis around of which all material is grouped and which gives integrity to it. Absence in the lesson of a leading idea brings it to partibility. Ideas of the lesson both leading and significant others it is possible to classify as follows:

- ideas having characteristics of features of the subject* (e.g. the idea of the reduced multiplication of numbers in mathematics);
- ideas which source is the content of the given subject*, but they considerably exceeds it (an idea of a full stop in Russian, which initiates ideas about a role of a full stop in mathematics, geography, astronomy);
- inter-subject, integrative ideas of the lesson* (the content belonging to various areas of knowledge and life activity of a person, are used «as equals» and joined new quality), for example an idea of harmony in special course «Mathematics and art».

Module 6. The basic concepts and concepts accompanying to the lesson. The basic and accompanying concepts are compared with another well-known in psychology and didactics pair – basic and background knowledge. The basic concepts which are used by the teacher and pupils during the lesson carry the most significant, essential content of the lesson. And there should not be an underestimation of the meaningful component in the lesson. The scientific world outlook of pupils, which necessity is not denied by either research teachers, or practical teachers, is, first of all, being formed on the basis of meanings. The same is relevant to accompanying knowledge which has to be addressed by the teacher and pupils should on various occasions during the lesson.

Teachers should take into consideration two moments connected to splitting knowledge-content of the lesson into the basic and accompanying concepts:

- as soon as pupils assimilate the main basic concepts accustom, the following lesson these concepts can already be turned into a rank of accompanying concepts, into a peripheral zone of the lesson. On the contrary, concepts which were used as accompanying and background ones at the previous lessons, can become basic at the given lesson, and then again, convert to accompanying concepts in accordance with the aforesaid;
- during the lesson both basic, and accompanying concepts including their objective meanings can assume a character of the content which can be transformed by pupils into sense structures on the instructions of the teacher. In training «sense problems» are gaining ground, and non-sense components of the content can be their source.



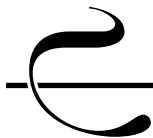
Module 7. The lesson as a field of inter-subject integration. The didactic tools of integration includes:

- kinds of integration*: intra-subject, inter-subject, cross-subject;
- factors of integration*, in our case, it is its inter-subject variant: significant, data-intensive concepts, problems, images, events, i.e. elements of the contents. Some educational technologies can be a factor of an inter-subject integration, for example, an organizational-activity game;
- kinds of connections of the inter-subject integration*: a direct connection which extends from the lesson to the content and technologies of other subjects, and a reverse connection which stretches to the lesson from other training courses and enriches it with the various contents;
- the depth of inter-subject integration*: elementary, average, and deep levels. The question about the technology of organizing a lesson on inter-subject integrative basis, when there are several teachers of various specialities in one classroom (a physicist, a chemist, a biologist during studying a molecular structure of a matter) and it is necessary to organize and harmonize their work somehow, is urgent.

Module 8. The general context of the lesson, the inter-contextual bases. The theory of contextual education defines a number of the common contexts which serve as a basis for the content of education and according to which the general contexts of the lesson are also determined. We can name some of them:

- the academic context*. The lesson conducted within the given context is not obligatory to be traditional with its quite clear rules and strict norms within the framework of knowledge-education, but it can also be a modern intellectually focused lesson, with a high attention to analysis, synthesis of the content mastered by pupils;
- the playing context*. The lessons within the framework of such a context are to limit a potential academism of lessons, by means of images inherent in a game and other means of imitation, actively to involve emotional-psychological sphere of pupils;
- the life context, it is also a sense-personal one*. On the one hand, the given context limits academism of lessons, but on the other hand, it makes a source of experiences of children of their real life and in that way limits a degree of using of imitating means (including their multimedia, virtual, holographic kinds) in the lesson;

Inter-contextual bases of a lesson draw attention. At the lesson devoted to interchange of consonants, the following information with a shade of geography nonplus-les learners: “Taganrogsky” (Taganrog’s) factory – “Krivorozhsky” (Krivoy Rog’s) factory, and at the same time their basis is common: Tagany Rog – Krivoy Rog. The task of the teacher makes pupils to address to the history and the lesson gains a historical context. In this case the history helps to explain the interchange, and it is found out an interesting fact: there is a “g”-sound in “Taganrogsky”, but, nevertheless, there is a



“zh”-sound in “taganrozhtsy” like in “Krivorozhsky” factory. The lesson, as we can see, is absorbed in a research context, and, in general, in the inter-contextual process.

Module 9. The initial position of the lesson. In theory and working practice of the lesson some initial positions are found out:

- from the known to the unknown.* There is a certain sense in such a position: new knowledge is drawn by the old one, it is intertwined with activated by special didactic methods associative structures of previously assimilated by pupils knowledge, skills, methods of activity though this position lacks an activity component;
- from subject activity of pupils to academic activity.* The given position comes from that fact that the subject activity is a source of any other activity. It means, for example, before pupil study a pronoun, it would be good that they handle the very pronoun;
- from an image to a conceptual content.* Here the image has a graphic and even a conceptual character, and it is purposeful to use it as a didactic factor in case if the lesson has an aim to teach children a theoretical material and to develop their discursive conceptual thinking. The image is a primary orientation of pupils among following theoretical content;
- from experience of pupils and its gaining to an abstract material.* The given position of the lesson is well matched with the well-known maxim «cognition is an extraction of logos from events». Experience of pupils carries out a function of event as well as a personal plan in the given position of the lesson;
- from the world outlook of pupils to their activity in various directions.* Experience of pupils is not the same as their world outlook. The world outlook of a child includes both his/her experience, and the attitude to the values which are involved in an orbit of his/her life activity, as well as the very values. During the lesson the teacher firstly forms an attitude of pupils to what will be discussed later, and the given attitude should be taken from their most significant value orientations. It is clear that the whole trajectory of the lesson should follow this attitude.

Module 10. Universal educational actions of pupils within the structure of the content of the lesson. According to the activity approach settled in new state standards universal educational actions of pupils as a part of the fundamental «core of the content» are an obligatory component of a modern lesson. There is a question of kinds of these universal educational actions. They are distinguished:

- logic and, partly adequate to them, psychological operations and procedures.* Among them there are inductive and deductive ways of thinking, reasonings, syllogisms, comparisons, matching, definition of essence of the studied material, conclusions, systematization, analysis, synthesis. Speaking about rational methods of educational work the aforesaid universals are meant first of all;
- work with media and with the very information.* Curricula and programs allow pupils to gain media-competences not only within the framework of various specially organized media-training, but also within the framework of various ed-



educational and subject areas, in essence, at any lesson: finding superfluous and insufficient information in the text of the own composition – literature; measuring a quantity of information in a layer of ground – biology; transforming emotional-figurative information into discursive-conceptual one – painting;

–*work with the text*. It assumes its decoding, “dis-objectification”, devitrifying; an ability to compress or, on the contrary, to develop a text having separated in it the principal things from the non-principal things. It is a special, creative level of work of pupils with the text – a creation of their own texts. Pupils in this case are co-authors, instead of users of the content of the lesson, and their creative activity assumes absolutely unusual procedures: «presenting knowledge to consciousness», «a feeling of proximity of the truth» «an anxious state of mind», «a step of clear consciousness», etc.

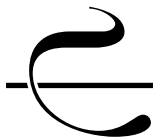
Module 11. Educational technologies used in the lesson. Their following classification is recommended:

- according to the way of coding the information* (verbal, audiovisual, machine and without-machine programming, multimedia, hypertext, holographic);
- according to the character of mutual relations of the teacher and pupils* (subject – object, subject – subject, subject – text – subject (the Internet, a computer in its any kind, cinema, any other technical device is considered here as a text));
- according to the character of cognitive activity of pupils* (reproductive, problem, research);
- according to the ability of providing sense-personal development of pupils* (emotional-psychological attitudes, a dialogue, a sense-personal context, situations of a choice, personification, etc.)

As in the previous modules expressing accumulation of qualities of this or that aspect or segment of the lesson, in the given module the value of technologies appreciably increases from group to group (from top to down) in proportion as their applying to personal sphere of pupils increases.

Module 12. The structure of the lesson. According to an orientation of the lesson we distinguish:

- line (single-line) structures*. In such structures of lessons logic and temporal relations coincide – the content of the lesson develops along the same lines, as a dual movement at the time of thoughts, feelings, emotions of the teacher and pupils.
- two- (three-) line structures*. If new and repeated materials are in structural conformity, in a condition of isomorphism, it is more preferable to distribute the revision in the form of an independent, autonomous process over the whole lesson rather than to premise it to studying new material. The lesson will take the form of a two-line structure. If we add to it applying to the following structural-identical material and similarly distribute it over the whole sequence of moments, the two-line structure will turn out to be transformed in a three-line one;



–*concentric structures*. In this case every moment of the lesson does not continue the previous one, but repeats it at a new level, deepens and expands it, transforming the process into a new quality. A kind of these structures is, for example, the sequence such aspects as the moment of an emotional-figurative representation of the studied material – the moment of transformation of the same content from the form of an emotional image into a discursive, analytical form – the moment of transformation the presently conceptual, theoretical content into conceptual-figurative one, etc.;

–*radial structures*. They take place in the event that the basic content of the lesson is concentrated in the initial moment of the lesson and completely, in a compressed, compact form is perceived by pupils, and then each its part exposes itself sequentially, and, it is better, simultaneously in a synchronous plane of several “moments” of the lesson.

Module 13. The activity component of the lesson. It is distributed among participants of the lesson in a certain way:

–*the activity of learners as subjects of the lesson*. It is divided into individual (with its individual trajectory as a component), group, intergroup, frontal. In this case traditional differentiation and individualization take a character of a self-differentiation and a self-individualization. The sense matrixes and codes of consciousness determine a choice of pupils;

–*the activity of the teacher during the lesson*. It is based on a pedagogical management of process of the lesson which assumes, firstly, an actualization of activity of pupils, secondly, keeping it within the framework of natural self-development according to specific character and experience of the given particular child, thirdly, directing the activity of pupils according to the topic, the purposes, and the idea of the lesson. It is clear that the activity of the teacher during the lesson being pedagogical includes pedagogical competences, and they should not omit such reaching back scope of activity of the teacher, as pedagogical skill and pedagogical art;

–*the joint activity of the teacher and pupils during the lesson*. In the context of modern approaches the attention is attracted, in particular, with participation of the teacher in playing and co-operative activity of children «on equal terms». In some areas of knowledge, for example, in art, pupils can surpass their teacher, and an understanding teacher can «turn to advantage» this fact for the pedagogical purposes. The other noteworthy moment is in an interpretation of interpersonal relations of the teacher and pupils during the lesson as an exchange of values. Pupils behave adequately, studiously, and the teacher smiles at them. The parties exchange values.

Module 14. Pedagogical risks during the lesson. They are shown in particular in the following:

–in an attempt to development of pupils there can be an underestimation of the knowledge component of the content of education – data-intensive concepts,



ideas, laws, regularities comprehended by children during training. Such a sort of knowledge in itself is attributed to epistemic, developing, and their underestimation in training can lead to decrease in the developing potential of educational process, in particular, its intellectual component;

- in its turn an aspiration for intellectual development of pupils based on mastering of significant basic concepts, ideas, laws, regularities and at the same time neglecting images, real facts and events can lead to a formalism and dogmatism of cogitative activity of pupils, and there will not be an increase in their intellectual development;
- in addressing the lesson to the system knowledge of pupils as to its important result. In generalizations of the studied material on the basis of clear logic constructions of the process there is a risk of an underestimation of chaos, an accumulating by children impressions in their disordered state. It is known that the order arises from chaos and it should be anticipated with designing of the lesson;
- having forgotten about an adequacy as an attribute of culture (in our case it is a didactic culture), it is possible excessively to absolutize even the system approach in the systemacity itself. The teacher can form in a child such a system of knowledge or such a system of actions which he/she will not be able to get out of later in order to turn to other systems of knowledge and ways of activity: the system has got an ability of nothing to let out of itself, and at this time the other has got an ability of nothing to let in itself. There are no «channels» of flowing of information between them which implies an expediency of using the intersystem approach in education, for example, development and use of untraditional, intersystem cognitive tasks.

The module 15. Results of the lesson. They include:

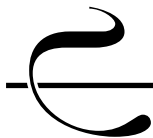
results in a form of gained during the lesson competences of an established level. For example, an ability to short-distance, average or distant transfer of knowledge, a degree of maturity of an orientative basis of actions belong to this category;

the increase of creative development of pupils: flexibility, variability, completeness, depth of thinking, an ability for creation of new images, cognitive problems, for problem-setting, solving its difficult variants, transformation of one texts into others (art – into system of mathematical coordinates, mathematical texts – into artistic images, etc.);

development of semantic sphere of pupils: abilities to get to the bottom of the sense of the studying content, a degree of subjective comprehension of examined facts, their experiencing, maturity of an individual world outlook of pupils and its correlation with an objective world outlook, acquirement – within the area of the teaching topic – of values of the home, Motherland, national values, values of universal culture.

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Bagmet A.M.

The retrospective analysis of the criminal-legal counteraction to mass riots in the Russian Federation

In the article it is given the historical analysis of criminal-legal means of counteraction to such a criminal offense, as mass riots. The research allowed the author to make theoretically substantiated conclusions and proposals which may be taken as a principle of improvement of the criminal legislation of our country.

Key words: mass riots, historical and criminal-legal analysis, categories of crimes, responsibility differentiation.

In the period of proceeding reforming of the criminal legislation, the knowledge of the features of development of the normative base on responsibility for organization of mass riots, participation in them and calls for them allows to use as much as possible all the positive from the past and not to repeat previous miscalculations and mistakes in counteraction to criminality.

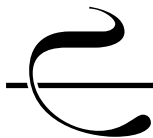
After political shocks in 1917, there came the lawlessness period in Russia. The Russian society which had rejected the former norms and yet hadn't found new ones was overflowed by a crime wave. Its unprecedented scope caused the Provisional government's Decree from March 18, 1917 on a general amnesty. Thousand liberated dangerous criminals, using weakness of the power, overflowed the country by criminal terror, thus quite often committing crimes under cover of mass riots.

During this period the Soviet lawyers unequivocally insisted on political background of mass riots, arguing that they were used as a form of class fight against the Soviet power. From the point of view of the Soviet jurists, the purposes of mass riots at that time were: disorganization of work of state authorities, undermining their authority and prestige, destruction of certain objects, murder of public agents and public workers, failure of carrying out of economic and political actions of the Soviet power (surplus-appropriation system, collectivization of agricultural industry, etc.) [2, p. 179–180].

In the first Soviet Criminal Code of 1922 (further – the Code of 1922) mass riots were attributed to state crimes (articles 75 and 77, Chapter 1 "State crimes") [4].

Thus as signs of mass riots they treated: murders, infliction of a bodily harm, rapes, pogroms, destructions of ways and means of communication, liberation of the arrested, arsons, armed resistance to the authorities.

In the Code of 1922 the differentiated responsibility of organizers, heads, instigators and participants of mass riots wasn't provided.



However the differentiated punishment on performance of the objective aspect of socially dangerous act was provided by them. According to section 1 of article 75 of the Code of 1922, the specified persons, "who were proved guilty of murders, arsons, infliction of a bodily harm, rapes and armed resistance to the authorities", were subject to punishment in the form of capital punishment and confiscation of all property. Other armed participants were punished by imprisonment with strict isolation for a term of not less than two years with confiscation or without confiscation of all or a part of property (section 2, article 75 of the Code of 1922). Unarmed participants of disorders were punished by imprisonment for a term of not less than a year (section 3, article 75 of the Code of 1922). Thus the persons not taking a direct participation in disorders and violent acts, but promoting participants of disorders by rendering them help or concealment of crime evidences and criminals or by other actions were punished by imprisonment for a term of not less than six months (section 4, article 75 of the Code of 1922).

Besides, for the bare disobedience to legitimate demands of the authorities it was provided more strict punishment concerning instigators, heads and organizers (imprisonment for a term of not less than two years with strict isolation), concerning other participants – imprisonment for a term of not less than six months (article 77 of the Code of 1922).

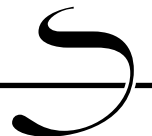
The special peril of mass riots caused also this crime inclusion in a group of state crimes by the Regulations "On state crimes" of 1927 (further – Regulations), in the section "Especially dangerous for USSR crimes against a governance order". Article 16 of the Regulations, providing two types of mass riots, with aggravating circumstances and without them, established the differentiated criminal responsibility for various categories of participants of mass riots.

Mass riots with aggravating circumstances (section 1, article 16 of the Regulations) were defined as "mass riots, being accompanied by pogroms, destructions of ways and means of communication, murders, arsons and other similar actions". Responsibility was provided not only for organizers of mass riots and the persons who had made pogroms, murder and other similar actions, but also for other participants of disorders.

To mass riots without aggravating circumstances the Regulations attributed "mass riots which have not been aggravated by crimes, specified in section 1, article 16 of the Regulations, but with obvious disobedience to legal demands of the authorities, or with counteraction to execution of conferred obligations, or their compulsion to execution of obviously illegal demands".

Article 16 of the Regulations on state crimes as a standard of the all-union criminal law was included without any changes in criminal codes of union republics (article 59.2 of the Criminal Code of RSFSR of 1926 and the corresponding articles of the Criminal codes of other union republics) [2, p. 180].

In the Criminal code of RSFSR of 1926 (further – the Code of 1926) they provided the differentiated responsibility not only for the organizer, the head, the instigator and the participant of mass riots, but also for the accomplice [3].



According to article 59.2 of the Code of 1926, for organization of the mass riots accompanied by pogroms, destructions of ways and means of communication, liberation of the arrested, arsons, etc. if participants of a disorder were armed, it was provided shooting and confiscation of all property. Participants of disorders who committed murders, arsons, infliction of a bodily harm, made rapes and showed armed resistance to the authorities were to take the same punishment (section 1).

Other armed participants of disorders were punished by imprisonment with strict isolation for a term of not less than two years with confiscation or without confiscation of all or a part of property (section 2).

Unarmed participants of disorders were punished by imprisonment for a term of not less than a year (section 3).

Concerning accomplices, i.e. the persons who were not taking a direct part in disorders and violent acts, but promoting participants of disorders by rendering them help or concealment of crime evidences and criminals and other actions, it was provided imprisonment for a term of not less than six months (section 4).

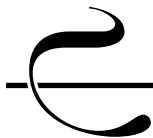
According to article 59.3 of the Code of 1926, for disobedience to legal demands of the authorities or counteraction to execution of their conferred obligations or their compulsion to execution of obviously illegal demands, at least disobedience was expressed only in refusal to stop the gathering menacing to public safety, concerning accomplices, heads and organizers it was provided imprisonment with strict isolation for a term of not less than two years (section 1); concerning other participants there was imprisonment or forced labor for a term up to six months (section 2).

For agitation and propaganda of mass riots was provided imprisonment with strict isolation for a term of not less than a year. If agitation and propaganda took place during war and were directed to citizens' non-fulfillment of military or connected with hostilities obligations and duties there was shooting (article 59.6 of the Code of 1926).

For production, possession for the purpose of distribution and distribution of the literary works calling for mass riots there was provided imprisonment for a term of not less than six months. If the specified acts took place during war and were directed to citizens' non-fulfillment of military or connected with hostilities obligations and duties there was imprisonment for a term of not less than a year (article 59.7 of the Code of 1926).

The law of USSR from 25.12.1958 "On criminal responsibility for state crimes" (further – the Law of 1958) (article 16 "Mass riots") formulated the structure of the considered crime: "organization of the mass riots accompanied by pogroms, destructions, arsons and other similar actions, and equally their participants' direct commission of the specified above crimes or their armed resistance to the power" [1].

Thereby in comparison with the Regulations "On state crimes" the Law of 1958 has considerably narrowed the structure of mass riots, having excluded the responsibility for disobedience to legal demands of the authorities, counteraction to execu-



tion of their obligations, their compulsion to execution of obviously illegal demands. Besides, in the Law it was only provided the responsibility for organizers of the mass riots accompanied by pogroms, destructions, arsons and other similar actions, and for those participants of disorders who are guilty in commission of pogroms, destructions, arsons and other similar actions, or in armed resistance to the power. Criminal responsibility for "other" participants of mass riots, which was provided by the former legislation (section 1, article 16 of the Regulations "On state crimes"), wasn't provided by the Law.

In the Criminal Code of RSFSR of 1960 (further – the Code of 1960) it was not provided the differentiated responsibility for organizers of mass riots and their participants who were punished by imprisonment for a term from two to fifteen years, thus didn't have punishment for calls for it (article 79) [6].

As objects of the considered socially dangerous act there were specified: internal security of Russia, public tranquility, public life, normal work of enterprises and transport, life, health, moral of people [5].

Mass riots were understood as violation of the public order established and protected by the power from the spontaneously gathered considerable group of persons – crowd (for example, creation by the gathered crowd of difficulties in movement of city transport, preventing normal work of the authorities protecting a public order, pointed refusal of the crowd to fulfill legal demands of public agents or other public officials etc.).

Mass riots, described in article 79 of the Code of 1960, concerned three types of criminal acts:

- a) organization of mass riots accompanied by pogroms, destructions, arsons and other similar actions;
- b) active participation in such disorders;
- c) armed resistance to the power.

Disorder was understood as a ruin and plunder of dwellings, shops, warehouses, the rooms occupied by various state or public institutions and organizations and certain citizens.

The action, brought to ignition or burning of the set on fire property was considered as arson, even if this property wasn't damaged, since they managed extinguish a fire.

Under destruction it was supposed annihilation or damage of the state, public and personal property, railway lines, means of communication, vehicles, power supply network damage.

To other actions by which mass riots could be accompanied there were attributed:

- different violent acts against private persons and officials (infliction of blows, beatings, bodily harm, etc.);
- capture of hostages;
- illegal liberation of the arrested;



- lynching of the imaginary or real detained criminal;
- commission of malicious hooliganism.

Organization of mass riots covered:

- a) calls for pogroms, destructions, arsons and other similar actions;
- b) management of actions of a riotous crowd irrespective whether the subject made the specified acts.

Organization of mass riots and their management consisted in measures in crowd gathering, in incitement to commission of riots, destructions, arsons and other similar actions.

If at mass someone tries to raise a hostile relation to an existing law and order, the criminal responsibility should follow according to article 70 of the Code of 1960 (calls for violent change of the constitutional system).

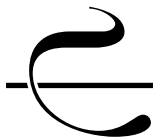
Active participation in disorders assumed the direct execution of pogroms, destructions, arsons, capture of hostages, liberation of the arrested, violence against citizens, etc.

Inactive participation in mass riots in the presence of the corresponding signs involved the responsibility according to sections 2 and 3 of article 206 of the Code of 1960 (hooliganism), or article 191 of the Code of 1960 (resistance to the authority representative or to the public representative who is carrying out duties on maintenance of a public order), or article 191.1 of the Code of 1960 (resistance to the employee of militia or to the member of voluntary police). Mass riots without pogroms, destructions, arsons and other similar socially dangerous acts, should be considered as a crime provided by article 190.3 of the Code of 1960 (organization or active participation in the group actions breaking a public order).

Armed resistance to the power was understood as participants' of disorders creation (by use of firearms or cold weapon) of obstacles to public agents (city hall, militia, interior troops, etc.) in performance of their duties (for example, by threat of weapon use, creation of obstacles to detention of the most active participants of mass riots), in establishing the order or compulsion to violation of their duties in this sphere (demands to liberate the arrested, to give out arms, etc.).

If guilty person had illegal weapon they were responsible according to article 218 of the Code of 1960 (illegal carrying, possession, purchase, production or sale of the weapon, ammunition or explosives).

According to the Code of 1960, a criminal action at mass riots consisted in direct commission by their participants of pogroms, destructions, arsons and other similar actions, and in armed resistance to the power. All listed actions themselves formed independent structures of crimes, but in this case they were covered by the structure of mass riots. Therefore acts of guilty persons in pogroms, destructions, arsons and in armed resistance to the power were qualified only according to article 79 and didn't demand additional qualification according to article 86 (destructions of means of communication and vehicles), article 98 (deliberate destruction or damage of the state or public property), article 108 (deliberate grave bodily harm), 109 (deliberate



less grave bodily harm), article 112 (actual bodily harm or beating), article 113 (torture), article 149 (deliberate destruction or damage of personal property of citizens) and to other articles of the Code of 1960.

If during mass riots there was a murder of a private person or an employee of militia and a member of voluntary police, there was responsibility on accumulative sentence: according to article 79 and article 102 of the Code of 1960 (premeditated aggravated killing) or according to article 79 and article 1912 of the Code of 1960 (infringement on an employee's of militia or a member's of voluntary police life).

When pogroms or destructions were accompanied by misappropriation of the state, public or personal property, the criminal responsibility for the guilty was on accumulative sentence: for mass riots and for misappropriation of the state, public or personal property (according to the relevant articles).

When participants of mass riots made any others, not named in article 79 of the Code of 1960 crimes, for example, insult of a public agent or unarmed resistance to authorities or hooliganism, participants of disorders should be responsible according to article 1903 or according to article 191 (resistance to the authority or public representative accomplishing the duty on maintenance of a public order), article 192 (insult of a public agent or a public representative accomplishing the duty on maintenance of a public order), article 206 (hooliganism) etc., instead of according to article 79 of the Code of 1960.

To the motives and purposes guiding the persons, organizing mass riots and committing pogroms, destructions, arsons and other similar actions, the Soviet legislators, applicably to the Code of 1960, attributed: rampageous motives, intention to use mass riots for illegal release from custody of prisoners or the arrested to use these disorders for simplification of misappropriation of the state, public or personal property.

Those organizers and participants of mass riots who pursued the aim of undermining or weakening of the Soviet power should be responsible according articles on especially dangerous state crimes (article 66 (act of terrorism), article 68 (diversion) and other articles of the Code of 1960).

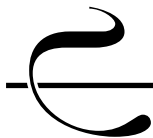
Thus, the retrospective analysis of the legislation of our country regarding counteraction to mass riots showed:

- 1) mass riots in our country were distinguished as crimes against the power and the state;
- 2) the considered type of crime concerned one of most serious crimes;
- 3) for organization of mass riots, their management and participation in them there was provided more strict punishment, than for other collective crimes;
- 4) it was provided punishment for the bear meeting of people that wasn't unauthorized by authorities;
- 5) instigators of disorders were also subject to punishment;
- 6) signs of disorders were established by the legislator in compliance with a political situation in the country.



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Brizhak Z.I ., Volochay S.N.

Psychological bases of investigators' training for investigation of crimes against minors

The article is devoted to the features of minors, victims of crimes, features of these crimes what, in turn, defines the specifics of investigators' training for investigation of the specified group of penal offences.

Keywords: *psychological and age features of minors, standard situations of assault on the child, standard situations of long "voluntary" interaction of the criminal and the child and interaction under duress, value of standard situations.*

Child protection from various negative influences existing in society is a priority problem of the state. Within its solution there is a diverse activity including, along with other directions, criminal and legal aspects of protection of the rights and interests of minors, especially juvenile.

In the publications of last years on these problems it is constantly reported about a considerable increase of crimes of a sexual orientation against minors. Emphasizing it, in particular, it is reported about 30 thousand crimes made in 2010 in Russia against life and health of children. From them there are about 961 rapes, including about 384 victims who have not reached the age of 14 years. Speaking about so-called non-violent sexual crimes (sexual intercourse and other actions of sexual character with the person who has not reached sixteen-year age – article 134 of the Criminal Code of the Russian Federation and lecherous actions – article 135 of the Criminal Code of the Russian Federation) it is also noted a high rate of growth (according to different estimates in 20 and even in 28 times) [2, 10]. Approximately the same data are provided for 2011.

Without calling in question the specified figures, we dare to treat critically that a considerable increase of crimes of the specified group against children occurred in recent years. In our opinion if there is an increase in their quantity, it is insignificant; high indices is a consequence of sharp increase of social interest in the problem. As to an absolute quantity of the specified crimes, considering their traditional high latency, reasonably we assume that this quantity is really greater several times. These conclusions are proved by the data received in the area of various departments, and also by the material which has been personally collected by us in the course of interviewing of persons, professionally working with children, victims of crimes of a sexual character.

Even in regions where such crimes are a rarity owing to local traditions and the tenor of life, there are the tendencies indicating distribution of these acts (there are known facts of institution of criminal proceedings according to chapters of article 18 of the Criminal Code of the Russian Federation in the republics of the North Caucasus).

All foregoing speaks about the necessity of carrying out of a large-scale and system activity within the framework of detection and investigation of crimes of a sex-



ual character committed against children of various age and in this case they assign a leading part to the Investigative Committee of the Russian Federation.

All branches of the power give to understand that in this state activity sphere they wait for essentially new approaches which should provide true, instead of imaginary protection of life and health of children.

The reaction to current situation are changes in the legislation, connected with differentiation of responsibility for sexual crimes depending on age of victims, and also the changes concerning investigative jurisdiction according to which now all crimes against sexual inviolability and sexual freedom of personality are investigated by investigators of the Investigative Committee of the Russian Federation.

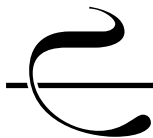
As it was emphasized in mass media, the necessity of approval of such changes of the legislation is caused by high public danger and complexity of evidence of crimes of a sexual character, and also by that in recent years the number of such crimes grew in tens of times and changes are approved with a view of more effective investigation and prevention of similar acts [10].

Along with knowledge of the legislation, existence of communicative abilities, ability to make imperious volitional decisions, investigators should be prepared for studying of information on crimes of a sexual character committed against children of various ages. Special value has taking into account of age and corresponding to them psychological features of children, victims of commission of the specified crimes, an act commission way and a situation that allows to define the mechanism of interaction of the criminal with the victim, trace formation and, finally, to put forward reasonable versions about the criminal. That is investigators investigating sexual crimes committed against children of various ages should be trained for such an investigation including in information aspect.

Studying of various information sources within the studied problems allowed to draw a conclusion that now the greatest part of the publications concerning a technique of investigation of crimes with participation of minors is devoted to the persons committing these crimes [1, 4–9].

In the specified researches there are considered the questions devoted to elements of the characteristic of crimes of minors, to interrelations of these elements, features of the standard investigatory situations arising at various stages of investigation, including psychological features of suspects and accused, influencing formation of these situations, and also to tactical features of preparation and carrying out of certain investigatory actions.

Much less attention is devoted to studying of crimes of a sexual character in which children act as victims of criminal actions. From here there is a lack of information on these crimes, on interrelations of the most important signs which characterize them. It is necessary to say that nevertheless researches in this field were carried out recently. V.N. Karagodin's and I.S. Fedotov's works [3, 11], in our opinion, became especially appreciable. However we should notice that, here sexual crimes against minors are studied not as an independent object, but in the whole set of crimes committed against



the specified group of subjects. At the same time the authors agree with the opinion that with a view of increase of investigation efficiency and considering the high public importance this group of criminal actions demands a fundamental independent studying.

The analysis carried out by us says that it is a shouting problem demanding urgent solution. It seems that the objective characteristic of the standard criminal situations which basis is formed by age, psychological and other features of minors, victims of crimes, and also the interconnected with them features of a situation in which they are committed, a way of their preparation, commission and cover-up should become the first stage.

We distinguish situations of single assault on the child, long sexual interaction under duress and long interaction with the child's "consent". In turn these situations are subdivided depending on the specified age, psychological, social and other characteristics of victims, and also on signs of a situation and a way of crime preparation, commission and cover-up.

Situations of single assault on the child and his/her murder are connected with the following standard situations

We subdivide this group of situations into three subgroups. In a division basis we put psychological-age characteristics of victims of crimes.

A. In the first subgroup (about 30 %) the basis is made by children of 10–11 years of both sexes. Lower threshold of the group is 7 years, and upper threshold is 12. The vast majority of such children are subject to suggestibility from adults, as far as criminals (if persuade children to go with them to a lonely place) often play certain roles before the future victims (for example, an acquaintance of parents) thanks to what children agree to the adult's offer. Besides many of minors are inclined to disappearances for a long time without control of parents or the persons them replacing, to systematic vagrancy, many have a low perception threshold of a situation as dangerous to self.

The greatest part of crimes against children of the distinguished subgroup – assault on the victim (irrespective sex) as a result that the murderer saw in advance the child's movement in the direction of a place convenient for assault commission (for example, one of victims went the short road to the musical school, other boy departed near the beach in a secluded place for a need, and in most cases children, walking, went deep into either derelict houses, or afforestations, other secluded places where there was committed the crime against them).

A variation of this criminal situation is that criminals, being in business trip, holiday etc., i.e. is far from a place of the residence, lied in wait for their victims and committed murders.

The remained assaults on children at the age of 7–12 years are characterized by that the criminal uses a situation which has favorably developed. For example, he makes court to a woman with a child, and then kills this woman and also kills her child.



B. One more subgroup distinguished by us (26 %) in the majority consists of girls at the age of 16 years on the average having extremely homogeneous social status. As a rule, they are engaged in prostitution, vagrancy, with alcohol problems, what is used by criminals (according to our data, young men make about 1,5 % in this subgroup).

Situation signs in which there was an acquaintance with the future victim are almost identical: bus station, airports, railway stations and other places of a mass public gathering. The same it is possible to say concerning a situation of places of commission of crimes – a deserted place near the same stations, train station, airports etc.

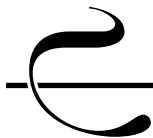
C. One more subgroup (makes 16 %) in the majority is presented by males (about 62 %) at the age of 14 years on the average. In this subgroup there are children inclined to vagrancy, but there are also children living in full families, having normal relations with parents.

The only thing that unites victims (children from the specified group), in our opinion is an uncontrollable or almost uncontrollable by adults pastime at the hours free of study; along with this children don't fear to communicate with strangers, don't fear possible inauspicious circumstances; they are suggestible (especially if outwardly the criminal has a positive image).

These groups different in age characteristics are united with that the minors entering them, owing to features of cogitative and personal qualities, absence of due life experience, can't apply an inauspicious social forecast concerning themselves and own actions, can't anticipate situation development in reality, and also clearly realize its consequences (it is a question of situations when children aren't under control of parents or adult relatives). In this regard even in the presence of obvious threat (not to mention situations in which this threat isn't obvious) teenagers hope to avoid complications; they are sure of their ability to attempt resistance, and girls consider that at danger will manage to leave a room, district or not to allow undesirable succession of events in any other manner.

Thus, if younger representatives of this group appraise situations, in which they are, owing to a lack of experience, more senior representatives promote easy contacts with criminals because of unsuccessful relations with those who are responsible for their education (incomplete families, alcoholism of parents, neglect, homelessness etc.). Criminals consider these properties and either find their victims in places of a mass gathering of people, including places where minors pass the most part of time (stations, bus stops, schools etc.) and then decoy into a deserted place (cemeteries, suburbs of the cities, settlements), or wait them in such places, knowing that children visit them regularly without adults (attics, basements, public toilets, entrances of blocks of flats etc.). At a victim choice an important factor is that, according to rapists, victims owing to their physical data can't offer real resistance.

The direct violence is the main purpose for them. Murders with special cruelty are peculiar to them. As a rule, they find a set of bodily injuries on a corpse. At the same time on a body of victims it is possible to see large penetrating wounds. These persons



have a morbid attraction to the sight, taste, smell of blood therefore they try to cause a voluminous bleeding of the victim, cutting large blood vessels.

A concrete place is often a stimulating factor for commission of the next crime. Unlike others for these persons it is characteristic a certain "style" connected with repetition of the same actions, manipulations. Criminals get sexual satisfaction at the sight of corporal hurts of the victim, inflicting of a bodily harm drawing of bodily harms. Sometimes aggression is expanded; it is directed not only on people, but also on animals. It is possible to find killed cats, dogs etc. on the scene of an accident. From places of incidents quite often such persons take with them subjects which further can serve as excitors for them.

Long sexual interaction under duress

In the overwhelming quantity of the studied cases, the victims of sexual crimes of this group are female persons at the age of 12 years. There are cases when the girl was under the age of 7 years (we fixed about 12 % from the total of such cases).

If the victim of the long sexual interaction under duress is a boy, in the prevailing majority of cases it is a person who was under the age of 10 years, and often 9 years, at the moment of crime commission. More often crimes against juvenile males are made by persons who, owing to their professional duties (the games-master, the trainer in sports section, the training officer, the doctor etc.) constantly communicate with boys, have prestige with them and, owing to this fact, can exert an impact on them. More often such relationship occurs in the offices occupied by criminals in compliance with their permanent or temporary residence.

Long term of such relationship is supported by various means of moral and material encouragement. Signs of crimes are usually found by parents or relatives of boys. These are either marks of traumas, or photo or video data. As a rule, persons who commit such crimes had invited suspicions of colleagues, relatives, law enforcement agencies in participation in the described above criminal activity; therefore the most detailed check of the material characterizing the suspect's life (family, environment during study, former work, information from law enforcement agencies in a place of former residence) can give invaluable information for detection and investigation of crimes.

A variation of the criminal situation described above is long sexual coercion from elder males with whom the victim goes to school, boarding school, orphanage etc. As a rule the first contact is the aggravated assault, and the subsequent occurs under the threat to noise abroad this fact. Usually the rapist reports about such contacts to contemporaries anyway, and a certain circle of people in the establishment where minors study or live knows about these relations.

Girls from the specified group are victims of long compulsory sexual contacts of native fathers, stepfathers or the men living near girls and having a possibility often to communicate with them. Very often they are subject to suggestibility of adults. Especially often criminals use that circumstance that they are at home or near any housing



where remain alone with the victim chosen by them, and the child thus doesn't tell mother either, other relatives, or people close to him/her about such contacts under the threat that the criminal would make something awful with these relatives.

Long interaction with the child's "consent"

From the materials, which we have managed to collect, it is difficult to distinguish a typical criminal situation as the material volume is very small. Nevertheless, it allows to make some conclusions.

First, such situations are met and will be met even more often further. They are not revealed because children hide them and they become known only when there are any consequences of these relations (pregnancy, infection with a venereal disease etc.).

According to our data, the age of victims of such "relations" varies from 6 to 16 years; though the majority of them are children under the age of 12 years. There are met both girls, and boys. In our sample there were more boys, victims of crimes, but it is impossible to say that there is a clear sexual differentiation.

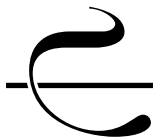
So-called "meetings with consent" occurred in a place of the criminal's work. More often money acted as a way to achieve such consent. Considering personal characteristics of children (from incomplete and rather poor families, deprived of attention, caress, with undevelopment, suggestible etc.), criminals manage to achieve a consent of children and their silence that cost little money. Such meetings last for a quite long period; nobody knows about them.

Besides the objective traces traditional for crimes of a sexual character, evidences of minors are of great importance. Preparation for hearing the most truthful and full evidences is possible only on the basis of use of special knowledge in the field of psychology. In is the skilled psychologist who, using the practices in communication with children, victims of violence, can make an objective psychological portrait of the child and help to use it when receiving data on a crime.

The value of criminal situations, first of all, consists in that, knowing features of a situation of commission of sexual crimes against minors, specifics of ways of their commission and, especially, data on victims' personality, it is possible to put forward reasonably versions about a mechanism, possible trace picture and to plan actions of the investigator on identification, fixing and research of traces of a criminal event for its most effective detection and investigation.

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**Dzyuman E., Tselikovskiy S. B.,
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Gender delinquency models

The article deals with features of the gender approach to problems of legal psychology. It is shown that male teenagers' gender delinquency different models are connected with various structure of gender identity and specific features of its formation. Authors believe that gender identity defects among juvenile sex offenders will be rather different in comparison with adults, as their sexual consciousness is at a formation stage.

Keywords: *gender, gender identity, gender gap, gender delinquency.*

Studying of juvenile sexual delinquency, which gets a number of inauspicious and very alarming tendencies recent years, represents a special interest.

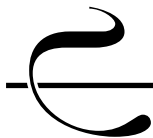
A number of crimes against sexual inviolability and sexual personal freedom, made by minors, steadily increases, only taking into account the official statistics data. Considering a high latency of this type of criminality, prevalence of such acts is essentially above. This increases their public danger. The analysis of a state and dynamics of criminality indicates a number of negative tendencies: its rejuvenation, growth of a number of the heaviest rapes, increase in intensity of violence and cynicism of criminals.

High public danger of sexual juvenile delinquency is connected with that minors become their victim: either age-mates, or children of younger age. Sexual crimes against children and teenagers essentially break their spiritual-moral and mental development, and, finally, damage interests of society and the state.

Public danger of sexual juvenile delinquency is also defined by that they develop a high probability of their repeated commission and recidivism, having a high degree of stability. The criminological importance and social danger of such tendency is that each new youth generation is replenished with a quantitatively growing group of persons with the expressed criminal experience.

With a view to explain the mechanisms of both delinquent and criminal behavior, it is very expedient to investigate gender features of such behavior.

The gender approach was initially created in social psychology. The "gender" concept is initially defined as a basis for distinction of the characteristics, attributed to the man or the woman, and also common to both sexes. To wide extent sex is a complex of the corporal, reproductive, behavioural and social signs defining the individual as the man or the woman, the boy or the girl. Sex is determined by the hierarchical system of mechanisms: from genetic influences to a sexual partner psychological choice. The variety of these mechanisms causes the necessity of distinction of a genetic sex, gonadal (true), hormonal, morphological (somatic), civil sex, sex of education and psychological sex [2]. It is also used the concept of "psychological sex" as a characteristic of the



person's personality and behavior from the point of view of masculinity-femininity. In turn, masculinity is a set of signs distinguishing the man from the woman, and femininity is a set of signs distinguishing the woman from the man. Masculinity-femininity are phylogenetically predetermined properties of mentality which are formed under the influence of social factors [2].

In psychology gender is more often interpreted as an aggregate social and biological characteristic by which people define each other as "men" and "women". However it is necessary to notice that questions of the content of this concept and characteristics belonging to it still remain debatable. A polemic subject also consists in questions of causality, consisting in clarification of a ratio of the natural and the acquired in the distinctions inherent in men and women [4].

One of the most widespread points of view is an idea that, the "sex" concept describes biological distinctions, and the "gender" concept is applied at explanation of sociocultural distinctions between sexes. Another point of view is that researchers see the reasons of distinctions in biological and in sociocultural factors which can't be reduced to any certain causal basis. Thus it is supposed that the sex concept is rather applicable to distinction between men and women, and the gender concept is rather applicable to explanation of masculinity-femininity phenomena.

One more approach to definition of a ratio of these concepts considers gender as socially constituted relations between subjects in the space of defining characteristics voluntarily established by them [4]. The author believes that if sex is biologically defined by a dichotomy of individuals of a masculine and feminine gender, socially and psychologically there can be not two, but several gender identities.

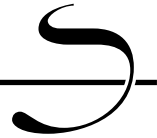
The "sex" and "gender" terms and a ratio between them are insufficiently clear defined today. Owing to this they are often used as synonymous, and authors' choice of either of concepts is often unconditioned. For example in psychological literature there are terms: "biological gender", "gender social relations", "gender attributes" and so forth.

According to Sean Bern the gender approach substantial framework in social psychology includes the research of "social norms causing a certain person's, group's or the whole cultural community's reaction to sexual distinctions" [1, p. 22].

Multidimensionality of this phenomenon caused existence of a wide range of positions concerning the matters. Sometimes it is a radical confrontation by nature; especially this concern the positions of radical feminism representatives.

According to N.P. Fetiskin, in the most general plan the gender approach evolution can be reduced to the following stages:

- criticism of the psychological knowledge masculinity*. The period of the researches directed on the empirical argument of a masculine orientation and the bias of psychological theories, being expressed in demonstration of advantages of men over women, based on use of inadequate standards of comparison;
- suggestion of feminine theoretical alternatives*. The empirical argument of advantages of women over men using other comparative standards;



–stage of the accumulated knowledge reconsideration, that led to understanding of confrontation unproductiveness and need of search of compromise solutions. Recognition of fallaciousness of the traditional comparative logic which is under construction by an “either – or” principle and need of its replacement by a “both – and” logic [10].

Despite insufficient development, it is necessary to recognize that the gender approach and researches carried out within its framework made a positive influence on the process of reconsideration of many theoretical and methodological ideas in modern social psychology. According to Bernice Lott, social psychology can't remain out of the gender problematics since “to study conditions which form and support social behavior means to study how culture develops gender” [12, p. 506].

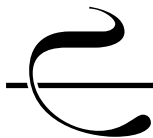
It is difficult to overestimate the sex value for developmental psychology in respect of understanding of psychological features and characteristics of the person's life. The problem of a ratio and change of traditional roles and psychological features of men and women, earlier considered only in the context of sexual education and family relations, appears in the psychology of our country more frequently.

The main issue in a context of the gender problematics in legal psychology is existence of a so-called gender gap (D. Steffensmeier, E. Allan, 2003). This phenomenon is that in comparison with a level of the offenses made by men, indices of female criminality (it concerns serious crimes especially) are always and everywhere less. This tendency remains for a long time and doesn't depend on social and cultural conditions.

Within this problem solution the gender specificity questions are mentioned when it is a question of female criminality features. In scientific works it is noted that female delinquency differs from male delinquency not only in a quantitative sense, but also according to content and form.

From the content point of view, the majority of researchers (D. Steffensmeier, E.Allan, 2003; N.P. Fetiskin, 2007, etc.) note that male delinquency has a violent character while women commit property crimes more often.

One of the most known criminological researches, devoted to problems of rapes, is the manual prepared by Y.M. Antonyan with coauthors (1990). The authors consider criminological approaches to studying of this phenomenon. In the work a general characteristic of rapes is presented, personal features of victims and the reason of rapes are analyzed. In a context of our work it is interesting that Y.M. Antonyan and coauthors connect subjective reasons of rapes directly with the criminal's I-concept features and his/her self-perception. In this aspect sexual crime is considered by them as an attempt of the subject to change a psychotraumatizing (often extramental) idea about self. In other cases rape can be a form of protection of the rapist's representation about self. According to the authors such a behavior is often connected with the woman's behavior subjectively humiliating the criminal which hurts his self-appraisal in a male role (Y.M. Antonyan, etc., 1990). In the work there are distinguished and described types of the rapist's personality and violent sexual behavior: hunting, regressive, totally self-asserting, conformal, impulsive, affective, rejecting passive-playing and scenario's.



It is necessary to say that a number of the authors' positions cause objections. So, they consider sexual criminal behavior as a not socialized form of sexual behavior (Y.M. Antonyan, etc., 1990). It is difficult to agree with this point of view, as both aggression, and sex are social forms of behavior [6] and owing to this fact shouldn't have an imprint of cultural, subcultural and social influences.

Thus, it is possible to believe that within studying of sexually aggressive criminal behavior, first of all, it is necessary to study gender aspects of this problematics.

In the context of studying of the specifics of forms of the gender delinquency manifestation the main attention of experts concentrates on aggression manifestation features among men and women. In this plan the analysis is carried out according to three main characteristics of aggressive behavior: orientation, manifestation forms and intensity.

Thus, for example, many researchers specify that women commit murders (as extreme manifestations of aggression) against relatives and near persons (so-called intra family aggression) while an extra family aggression committed against extraneous persons is more characteristic for men [5, 11].

In scientific works it is also noted that hidden and indirect forms of aggression manifestation are characteristic for women [10, 11, etc.].

Researches of gender distinctions in intensity of shown aggression specify that the majority of grave crimes are masculine by the nature [13].

It is necessary to notice that in legal psychology in whole within the framework of studying of deviant and criminal forms of sexual behavior greater emphasis is made on problems of masculinity development while female forms of such behavior remain out of view of researchers. On the contrary, in sociology and social psychology a great number of publications is devoted to psychosexual development of young women and girls [3 etc.], and psychological mechanisms of a normal masculinity formation aren't practically considered.

Last decades were marked by a spirited discussion: whether traditional criminological theories are applicable to female criminality as their most part is developed by men-criminologists for explanation of the phenomenon of male criminality. Now three main points of view are created:

- "gender equality" theories affirming that the factors, defining a crime rate, are more or less neutral from the sex point of view;
- gender specific theories according to which gender is a kind of lens focusing forces, operating at a macrolevel variously for men and women, i.e. the reasons of crime are general in fact, and the way of realization is defined by gender belonging;
- gender theories of crime which argue that deep distinctions between life of men and women form specific gender distinctions in types, frequency and context of criminal behavior of representatives of both sexes.

Not considering specially the critical analysis of these points of view that, undoubtedly, represents an independent scientific interest, we should note that authors'



attention concentrates on explanations of female delinquency. Meanwhile, from our point of view, the gender approach can considerably expand our knowledge not only about female, but also about male delinquency. In the analysis of sexual crime this approach is especially important.

We believe that different models of gender delinquency of male teenagers are connected with various structure of gender identity and specific features of its formation.

It is extremely interesting to analyze the features of sexual crime as the clearest form of gender delinquency of men. This hypothesis testing demands, first of all, definition of the main concepts.

In the psychology of our country the most operationalized is the concept of gender identity suggested by L.N. Ozhigova (2006). According to this concept, structural components of personal gender identity are gender representations (a cognitive component), gender self-appraisal (an affective component) and gender plans, ways and behavior structures (a conative component) which are represented and realized in three objective spaces of a gender being of personality (environment, organism, activity) as gender stereotypes and standards, a gender corporality, gender roles [8].

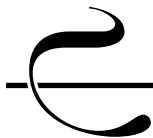
According to D. Steffensmeier and E. Alan (2003), gender distinctions in a crime character can be understood better if to consider sexual distinctions, at least, four key elements:

- gender organization (specific norms, moral development, social control, affiliation tendencies, and also reproductive, sexual and other physical features);
- availability of criminal activity (sexism of the lowest classes, distinctions in availability of acquisition of criminal skills, joining an alignment and being in the corresponding environment);
- motivation to the commission of a crime (distinctions in a tendency to risk, self-control, benefit assessment, stress factors and value of relations);
- offence context (concrete circumstances at which one or another crime is committed – a way of implementation, relationship of the criminal and the victim, weapon use).

The research which has been carried out by O.Y. Mikhailova (2000) on a material of adults, condemned for sex offenses, allowed the author to distinguish a group of criminals, whose sexual aggressive behavior was defined, first of all, by the features of their self-consciousness. The revealed deformations of the examinees' self-consciousness, which underlie sexual aggression manifestation, differ on both a degree of their expressiveness, and the content.

According to the expressiveness depth three types of such disturbances were distinguished:

- a) consciousness defects caused by existence of intrapersonal conflicts, lying in the extra sexual sphere, at safety of adequate sexual identity;
- b) specific disturbances of sexual identity concentrating in the sexual sphere;
- c) generalized disturbances of consciousness initially caused by defects of sexual identity.



From the substantial aspect deformation of the reflective level of determination is shown as various variants of the conflict of appraisals of "real", "ideal" and "standard" I:

- a) divergence between masculine self-appraisal and the overestimated hyper-masculine standards of behavior;
- b) discrepancy of feminine self-appraisal to masculine standards of behavior, both own, and social;
- c) discrepancy of feminine self-appraisal and the system of values to masculine social stereotypes of behavior;
- d) discrepancy and/or insufficient differentiation of both self-appraisal, and behavior patterns by which the subject is guided [6].

The gender approach in legal psychology starts with an idea of traditional sexual stereotypes of behavior, male and female style of behavior. Within this approach a hyper role behavior and inversion of a gender style patterns can be considered as a deviant behavior.

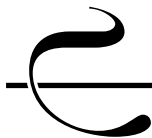
However, it is possible to believe that defects of gender identity among juvenile sexual offenders will be rather different as their sexual consciousness is only at a formation stage. The juvenile period is a period of self-standardization, own "I" inclusion in concrete roles owing to what the need for identity feeling finding is so sharp that the minor can solve this problem, having become a delinquent.

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MILITARY PSYCHOLOGY

Vasilieva O.S., Kalachinskaya O.A.

Features of social stability of military personnel
at a heightened state of alert

In the work the problem urgency is substantiated; there are adduced results of the research of social stability of military personnel; it is stated the fact of change of professional motives in the course of professional development of military personnel. It is shown that social stability of military personnel represents a complex system formation consisting of steady (base) and variative components.

Keywords: motivation, social stability.

Termination of world opposition of two military-political groups was the reason of the "cold war" period termination; however it didn't become a guarantee of irreversibility of positive processes in easing of international tension. In this regard, pursuing an active peace-loving policy, our state is compelled to support the defense capacity up-to-date. Achievement of this purpose is defined by alert of the Armed Forces of the Russian Federation. However the practice of today shows that military personnel are not always psychologically ready for pursuance of professional duties with a high degree of efficiency at a heightened state of alert [1, 2, 4].

Now one of signs of adaptation to sociocultural, professional, extreme environments is the fact of existence of high social stability (A.I. Adayev, A.A. Bobrishev, R.A. Gromov, A.A. Markaryan, S.V. Ulybin). In modern sciences the attention is devoted to social stability of civil experts (teachers, athletes, bank employees) (Y.N. Golovanov, E.M. Yefimova, M.A. Kartavykh, I.G. Mityunova, G.I. Perekopsky, N.N. Silkin, etc.), however there are no researches of social stability of military personnel at a heightened state of alert and carrying out activity in conditions of armed conflicts. The contradiction which has arisen between the social demand of the state on training of military experts in reforming of the Armed Forces of the Russian Federation and absence of technologies of increase of social stability defined a problem of the present research consisting in development of psychological methods, initiating development of social stability of military personnel at a heightened state of alert. The research subject is psychological features influencing social stability of military personnel. The research purpose is to study psychological features of social stability of military personnel at a heightened state of alert.

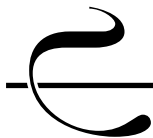
The theoretical analysis of scientific works [1, 3, 5, 6, 7] allows to draw a conclusion that the subject's social stability concerning activity in extreme conditions contacts



with some aspects of the person's activity: cognitive and effective (practical), emotional-volitional and motivational, defining an orientation of activity of personality on comprehension, actualizing, creation of material and cultural values. On the basis of the theoretical research as social stability of military personnel we understand a complex system formation including the person's abilities, skills to hold emotional, cognitive processes in an equilibrium condition and successfully to carry out professional activity at a heightened state of alert.

The total amount of the diagnostic research sample made 112 military personnel of the 889th command post of the automated management of anti-aircraft forces of the North Caucasian military district. The age of the examined is from 18 to 45 years. During research it was noted that, depending on expressiveness of the components of social stability, military personnel use various styles and behavior strategies at a heightened state of alert: 51,8 % of respondents uses the pro-social behavioral strategy of overcoming which is based on coming into social contact. However 33,9 % of military personnel has the index of "search of social support" ("SACS" technique) below an average. More than 27 % of people experiences difficulties at coming into social contact (this fact is connected with a low degree of adaptation in military collective). 19,6 % of examinees has the "avoiding" behavior in difficult situations. 12,5 % has a high degree of expressiveness of the direct model of overcoming – impulsive actions, tendency to affective reaction at a heightened state of alert. It is revealed high significant correlation relation between the indices of "impulsive actions" ("SACS" technique) and indices of "irritability" ("FPI" technique): correlation coefficient $r = 0,413$ (at a level of statistical importance $p \leq 0,1$). More than 22 % of military personnel is characterized by the indirect strategy of overcoming – manipulative actions. 8,9 % of examinees is inclined to use asocial actions, aren't capable to a real appraisal of own role in collective, don't aspire to observe the generally accepted standards of behavior. It is revealed a direct significant correlation between the "asocial actions" index of the "SACS" technique and the index of "moral normativeness" of the "Adaptability-02" technique (correlation coefficient $r = 0,39$). 9,8 % of respondents has low neuropsychic stability, are characterized by a tendency to disorders of mental activity in extreme conditions at considerable mental and physical activities. This category of military personnel is characterized by rejection of self and others, demands external control of own behavior. 64,3 % of military personnel has high neuropsychic stability, are characterized by low probability of disorders of mental activity, high level of behavioural regulation.

It is revealed a direct high significant correlation ($r = 0,4$) between the "depersonalization" index and military personnel's choice of aggressive models of overcoming behavior of the "SACS" technique. The higher a level of "depersonalization" is, the more often military personnel use inefficient strategies of overcoming in the course of service activity. At the same time a level of correlation relation between "depersonalization" indices and the parameter of "asocial actions" of the "SACS" technique is insignificant ($r = 0,136$ at p , not reaching a level of statistical importance). Thus, it is possible to draw a conclusion on absence of correlation between these characteristics. At the



moment of examination it is revealed a high level of anxiety of 29 soldiers. 26 soldiers with a high level of anxiety in their behavior use not adaptive strategies of overcoming. Inefficiency of the used models of behavior is reflected in an unstable emotional condition of the examinees, the increased anxiety and aggression. The strongest relation is found between a level of reactive anxiety and reduction of personal achievements: the higher the first index is, the more often military personnel are inclined to underestimate the results of own activity and the less are confident in own efficiency.

During the comparative analysis of the average group indices of the studied strategy of behavior in three groups of military personnel (1 – control group / the military unit general massif; 2 – experimental group before participation in training into which there entered military personnel having a low level of social stability and needing psychological-pedagogical support; 3 – experimental group of military personnel, after passing the training) the greatest changes are noted on scales “reactive anxiety”, “reduction of personal achievements”, “psychological stability”. The following data are obtained:

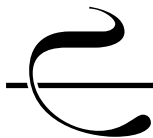
- the constructive models of behavior most often used by military personnel are: “coming into social contact” (the average group index in group 1–22,2 points; in group 2–20,3; in group 3–22,2); “search of social support” (1–20,3; 2–19,8; 3–20,0); “assertive actions” (1–19,5; 2–15,8; 3–18,4);
- it is noted higher per cent of use by military personnel of groups 1 and 3 of active overcoming in aggregate with positive use of social contacts – 40,2 % (with a high degree of expressiveness of use of models); 63,7 % (with a high and average degree of expressiveness of use of models);
- the highest indices of use of the manipulative strategy of overcoming are noted in the 2nd group – about 80 % of military personnel uses in the actions the “manipulative” (latent aggressive) behavior (the average group index in group 1–19,1; in 2–21,8; in 3–18,9);
- for military personnel of group 2 it is characteristic higher indices of use of the impulsive (1–15,8; 2–16,3; 3–15,0) and aggressive (1–14,6; 2–16,6; 3–15,3) actions.

Results of the carried-out forming psychological influence showed that there were changes in dynamics of emotional conditions and behavioural reactions. The greatest changes are noted on the “reduction of personal achievements” scale (1–33,7; 2–28,7; 3–31,24). Soldiers, who had taken the program of training, had this index decreased by 8 %, that speaks about growth of self-esteem, professional competence and adequate self-image of examinees. Data of the scales “emotional exhaustion” (2–20,6; 3–18,2) and “depersonalization” (2–10,2; 3–8,3) considerably decreased; the index of neuropsychic stability increased, that speaks about the participants’ of the psychological experiment successful adaptation in a military group. On all scales of the “Adaptability-02” technique military personnel of the experimental group reached an average value. Practically there didn’t change indices of personal properties (the “FPI” technique) that points to stability of this component.



Conclusions

1. Military personnel's activity at a heightened state of alert is significantly influenced by a ratio of structural components of social stability of personality.
 - 1.1. It is established that social stability of military personnel concerning service and fighting activity is mediated by needs and motives, readiness to carry out tasks. It is shown that the structure of motivation of military personnel undergoes changes in the process of the soldier's finding of experience of service and fighting activity and changes of an individual situation of social and psychological adaptation in collective. The analysis of the obtained data showed a growth of indices on groups of motives of understanding of a military service mission and personal self-realization in activity from minimum among military personnel of the first period to maximum among military personnel who has served more than 5 years. It is established that in the structure of motivation of military personnel there is a shift from social motives towards motives of collectivism and personal motives. The motives connected with relationship in group (family) and soldier's duty feeling are dominating. They are public recognition (respect of people around, service companions) – 60,2 %; army association (presence of good and loyal friends) – 51,3 %; love for the country – 58,1 %. Insufficient representation in the structure of motives of military personnel of the social motives possessing high incentive force on the basis of a deep personal interest narrows possibilities of motivation to professional activity at a heightened state of alert.
 - 1.2. It is shown that the most important component of social stability is the cognitive component. It is established: more than 64 % of the respondents, having high values by results of service and fighting activity, is guided by social and military-professional motives of activity. The choice of constructive strategies of behavior is characteristic for them: 51,8 % of military personnel uses the pro-social behavioral strategy of overcoming which is based on coming into social contact; 27,7 % of respondents has high indices on the "reduction of personal achievements" scale. For them it is characteristic a decrease in importance and confidence in personal efficiency, low self-image, low frequency of use of confident and pro-social models of behavior, self-elimination from social contacts, decrease in social activity at a heightened state of alert.
 - 1.3. The emotional-volitional component reflects the ability of military personnel to regulate own mental condition at a heightened state of alert. It is shown that 64,3 % of military personnel has high psychological stability. For them it is characteristic high adequate self-appraisal and real perception of reality (consciousness), controllability of behavior, orientation on a situation, responsibility. It is revealed that 17,0 % of military personnel has high indices on the "emotional exhaustion" scale, 17,9 % of examinees has high indices on the "depersonalization" scale. It is established: the higher a degree of "emotional exhaustion" is, the more often the search of social and psychological support is



(and such models of behavior as “avoiding” and “manipulation” are more favorable), the less often the confident models of behavior are used. Soldiers, having low values on the scales of “personal burning out”, differ by a large number of various models of overcoming of stressful situations. It is expressed in higher indices of behavior assertiveness behavior, coming into social contact, search of social support and lower indices of aggressive actions.

- 1.4. It is shown that the activity component of social stability reflects the ability of military experts to control own behavior, to keep a high level of activity, initiative, independence. Thus, 23,2 % of military personnel uses the active constructive strategy of overcoming which is based on assertive actions; 51,8 % of the examinees uses the pro-social strategy of overcoming which is based on coming into social contact. For more than 58 % of military personnel it isn't characteristic use of asocial strategy of overcoming. It is established: most often used constructive “healthy” models of behavior are: “coming into social contact” – 24,1 % and “search of social support” – 27,7 % (a high degree of the model expressiveness). Active overcoming in aggregate with positive use of social contacts raises the person's stress tolerance, however 33,9 % of military personnel has the index of “search of social support” below an average. More than 27 % of people experiences difficulties at coming into social contact. It is shown that depending on a length of life and professional experience there is various frequency of use of constructive (focused on solution of service and fighting tasks) and social (focused on support of colleagues, higher commanders) styles of overcoming behavior at a heightened state of alert. “Assertive actions” and “coming into social contact” for the military personnel under the contract – 24,2 %; 23,1 % and the called up – 21,1 %; 25,6 %. “Search of social support” – 20,1 % and 33,3 % respectively. In the course of professionalizing military personnel have a decrease in a number of unproductive strategies of behavior; the sense of responsibility, confidence in own forces increases; belief in the timely help of companions, skills of decision-making and planning are gained.
2. It is established that military personnel's social stability concerning activity at a heightened state of alert should be considered as a complex system formation consisting of steady (base) components: individual properties of personality, social motives which are based on values of the educational system, and a variative component: emotional-volitional and motivational-sense components (professional competence, success, demand, development, stability in extreme activity).
3. Social stability of the subject is shown in a choice of productive styles and strategies of behavior which are determined by the system of such personal characteristics as: consciousness and purposefulness (unlike reactive and manipulative, protective behavior); controllability (elimination, transformation or adaptation to a situation); timeliness, an orientation on a situation and its adequacy to a time moment; responsibility (importance of consequences of a choice of this behavior



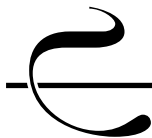
for mental stability of personality). It is established that a high level of social stability of military personnel in activity at a heightened state of alert is expressed in purposeful aspiration to serve in the Armed Forces of the Russian Federation; positive relation of military personnel to own specialty, ability to realize and expand the acquired knowledge; firm possession of the mastered skills; volitional activity in behavior; use of productive strategies of behavior.

4. The results of the research of main components of social stability of military personnel at a heightened state of alert, a degree of adaptation to service activity, and also comparison of the average group indices of models of overcoming in the control and experimental groups allow to assert that an increase of social stability of military personnel is promoted by the target psychological training directed on disclosure of subjective values and development of the social-competent behavior.

The analysis of the main components of social stability of military personnel in activity at a heightened state of alert indicates the reserves of growth of professionalism of military personnel being at various levels of the service activity efficiency. The presented results indicate that efficiency of activity of military personnel is defined by the general structure of the main components of social stability which expressiveness differs in groups of military personnel with a high, average and low degree of stability concerning service and fighting activity.

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PSYCHOPHYSIOLOGY

Yavna D.V., Ermakov P.N., Babenko V.V.

Use of Independent Component Analysis for localization of evoked activity sources in distinguishing texture modulations Localization of evoked activity sources in distinguishing texture modulations using Independent Component Analysis

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Contrast, orientation and spatial-frequency texture modulations are detected by second-order visual mechanisms. Psychophysical data gives the evidence of the second-order mechanisms selectivity (specificity) to the listed types of modulations. This selectivity can have different cerebral localization of second-order mechanisms in it's basis. The aim of current research was to check this assumption using psychophysiological methods. It was shown that evoked activity sources recorded in solving the task of distinguishing types of modulation are located in different cortex areas. This fact is psychophysiological evidence for second-order mechanisms specificity.

Key words: texture, modulation, evoked potentials, Independent Component Analysis, dipole source.

Introduction

Second-order visual mechanisms perform preattentive spatial grouping of local information at the early stages of visual processing. Studying second-order mechanisms is needed to understand how local features, processed at the primary visual cortex stage are combined into cognitive blocks.

Classical models of second-order visual mechanisms, known as "second-order models" [5], "non-Fourier" [7, 12], "functional funnel" [1], "back-pocket" [6] or "complex channels" [8], all were non-specific to the modulating parameter of texture image (contrast, orientation or spatial frequency (SF)). Thus, second-order filter response increases when contrast of texture elements that land in second-order receptive field periphery decreases. But we see the same result changing orientation or SF of these elements. In other words, second-order filters pass any modulation. First time such second-order non-specificity was questioned by Kingdom F. et al. [9] in a study that was carried out using the psychophysical paradigm of spatial summation. And a number of more recent studies using masking [4] and adaptation paradigm suggested the



existence of independent channels in a structure of second-order mechanisms, that are selective (*specific*) to the type of second-order modulation.

Second-order mechanisms specificity previously was shown only by psychophysical methods. The aim of current research was to check this assumption using objective parameters. This parameter was evoked brain activity recorded in a response to modulated and non-modulated texture presentations.

Analysis of dipole sources of independent EEG components relative to evoked brain activity, allows to determine general features of the EP generators spatial distribution in identifying different types of stimuli. Data on their various cerebral localization could be an additional argument on the issue of the second-order mechanisms specificity.

Methods

Stimuli were textures composed of staggered Gabor micropatches and presented in 256 shades of gray. Chess field cell size was 0.44 x 0.44 deg. We used four types of textures: non-modulated (NM) and modulated by contrast (MC), orientation (MO), spatial frequency (MF). Spatial frequency of non-modulated texture was 3.5 cycles per degree, the orientation of Gabor elements was vertical, the contrast of elements equaled 0.5. Stimuli average luminance was constant and equaled 135 cd/m².

Modulation was performed by multiplying carrier by envelope (two-dimensional sinusoidal modulation function, the modulation axis is perpendicular to the orientation of micropatterns). Envelope amplitude declined gradually to the screen edges via multiplying it by two-dimensional half-wave cosine. Spatial frequency of the envelope was 0.3 cycles / deg. Envelope didn't produce any significant changes in the spectrum of the stimulus. Modulation amplitude (variation range of a local texture feature from the original to the maximum / minimum value) was 1.5 dB for contrast, 20 deg. for orientation and 3 dB for the spatial frequency (see Fig. 1).

Stimuli were presented on the LG Flatron 775FT monitor (grain size 0.24 mm), calibrated with luxmeter. During the experiments the screen resolution was set to 1024 x 768 pixels, vertical frequency – 85 Hz. The subjects were located at a distance of 130 cm from the monitor, so it's size was equal to 14 x 10.5 deg.

Four types of stimuli (NM, MC, MO and MF), randomly following each other, were presented on the display 120 times each. The task was to determine the type of the presented texture by pressing a certain key on the remote keypad. The exposure time of the stimulus was 500 ms, the interval between the response of the subject and the next presentation of stimulus randomly varied in the range of 1 to 3 seconds.

Monopolar EEG was recorded during the whole experiment. We used 10–20 system without Fpz, instead of it zero-electrode was set. We used the «linked-ears» references. At the same time we recorded trigger labels containing information about the type of stimulus and the time of its presentation. EEG signal sampling rate was 1 kHz. The recording was performed using digital amplifier «Neurovizor-BMM40» (LLC «Neurorobotiks»).

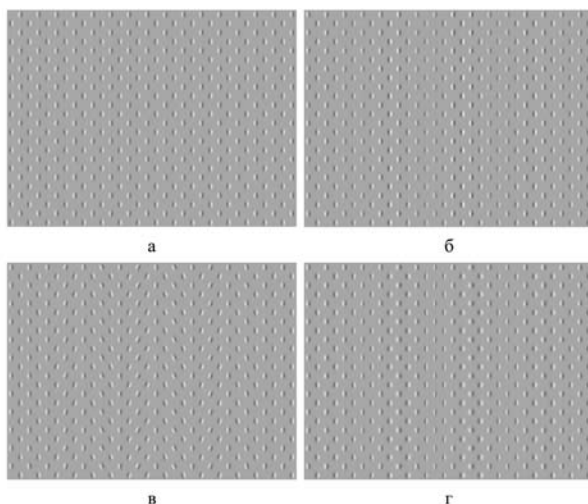
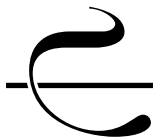


Fig. 1. Textures used in our experiment:

a) non-modulated, б) modulated by contrast (amplitude 1.5 dB), в) modulated by orientation (amplitude 20 deg.), г) modulated by spatial-frequency (amplitude 3 dB)

24 subjects with normal vision aged 20 to 34 years took part in the experiment. All subjects were informed about the procedure of experiments, verified in the health-safety and agreed to participate in research.

Results

EEG-recording as a set of post-stimulation 500 ms epochs was ICA-decomposed using infomax procedure. Decomposition was carried out individually for each subject and the type of texture stimulus. After that the degree of contribution of each of the independent components in the evoked brain activity was assessed, using indicator based on the Pearson correlation coefficient and corresponding to *nominal accumulation coefficient*. Nominal accumulation coefficient can be calculated, for example, as the correlation between the epochs that follow the presentation of even and odd stimuli [3]. Low values of this parameter indicates that the signal does not contain synchronous with presentation of the stimulus (phase-locked) components, i.e. is formed by a source unrelated to the generation of evoked potentials [3].

In our case, average value of Pearson correlation between all after-stimulation epochs of independent component was used as a nominal accumulation coefficient. Practically, it means assessing the extent of signal waveform frequency from presentation to presentation. To decide if the component makes a significant contribution to the evoked activity, cut-off criterion is used. Threshold value of accumulation coefficient is critical Pearson correlation coefficient with $p < 0,05$.

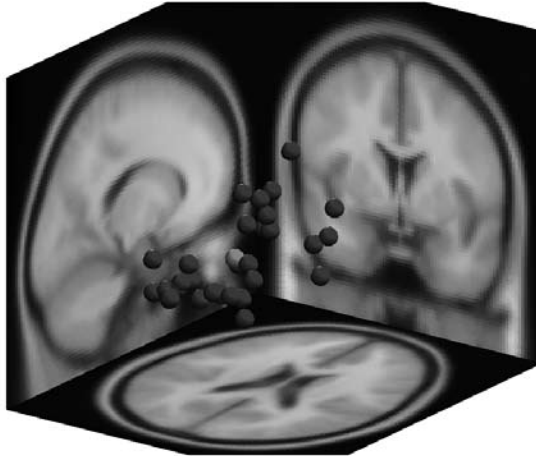


Fig.2. The spread of the components dipole sources (blue spheres) and the centroid (red sphere) with a significant contribution to evoked activity upon presentation of MO

Dipole sources characteristics of selected components were calculated using single-dipole model. For further analysis, only components with sources located within brain, or close to it (including information about errors described in [2]) were selected. It turned out that “clouds” of selected independent component sources had large dispersion for all types of experimental conditions. The same time sources in the occipital region were substantially more dense, forming «clots» (Fig. 2). In order to extract additional information from the distribution of dipole sources, their coordinates were subjected to automatic classification using k-means algorithm in EEGLAB system. Sources localizations were divided into 2 clusters for each type of experimental conditions.

Cluster analysis allowed to combine occipital “clots” of dipole sources into separate classes. Model residual dispersion for the centroid (average dispersion of the cluster) was low: 9% for MC, 8% for MO, 8% for MF, 11% for NM. Central clusters joined a relatively small number of sources with a bit larger spread.

The obtained result is illustrated by Fig. 3, where the localization of occipital clusters centroids for each of the used textures is shown. The figure shows that the occipital clusters of independent components, providing a high contribution to the evoked activity under different experimental conditions, have slightly different location. Occipital clusters centroids are located in the following points of atlas J.Talairach [11] space (X; Y; Z): 6, -70, 9 (MC), 6, -86, 8 (MO), 3, -59, 5 (MF) and 5-71, 21 (NM). MF centroid is at a distance of 20.1 mm from the NM centroid, MO centroid at 19.87 mm, MC centroid at 12.08 mm. The distance between MO and MF centroids is 27.33 mm. Thus, the centroid of the MF occipital cluster is significantly more frontal than others.

Statistical significance of variance differences of EP dipole sources occipital clouds was estimated by results of discriminant analysis. For a pair of clouds MC:NM Wilks' lambda statistic (λ_w) was equal 0.9, approximate $F=1.0016$, from which $p<0.4$, what may indicate the randomness of variance. In contrast, for pairs MO:NM and MF:NM results were, respectively, $\lambda_w=0.58977$, $F=6.0283$, $p<0,01$ and $\lambda_w=0.82883$, $F=2.5816$, $p <0.1$, which suggests non-randomness of differences in the sources distribution.

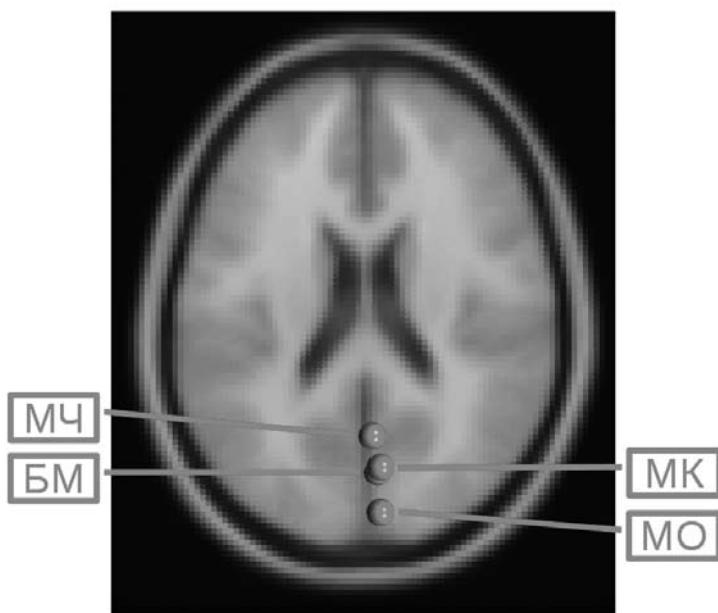


Fig.3. Dipole sources occipital clusters centroids for MC, MO, MF, NM.

Lets look at the possible version of reference between found sources and anatomical cerebral structures. We used Talairach electronic atlas [10] allowing to perform several types of searches using anatomical coordinates. For occipital clusters centroids we used search within cube with sides of 11 mm, and center located at the point described by specified coordinates. Tables 1, 2, 3, and 4 show search results for MC, MO, MF, and NM respectively. The column «Weight» represents the number of points («voxels») within a cube having the same anatomical label.

In our case, the values from «weight» column can be considered as estimates of the degree of structure involvement in the generation of evoked activity. On the other hand, they also can be used to estimate the *probability* of structure involvement in the process.



Table 1

Anatomical labels within a cube with sides of 11 mm around occipital cluster centroid for MC (6, -70, 9) by Talairach electronic atlas [10] (gray matter)

Weight	Hemisphere	Lobe	Gyrus	Brodmann area
140	Right	Occipital	Cuneus	23
116	Right	Limbic	Gyrus Cinguli Posterior	30
100	Right	Occipital	Cuneus	30
64	Right	Occipital	Gyrus Lingualis	18
58	Right	Occipital	Cuneus	18
31	Right	Limbic	Gyrus Cinguli Posterior	31

Occipital cluster centroid of dipole sources components involved in the generation of EP to MC, is located laterally-right (6 mm shift to the right) in 1 mm from the gray matter of the 30th Brodmann area, in cuneus gyrus of occipital cortex. As it appears from Table 1, gray matter from 23, 18 and 31 areas is in the close proximity to the centroid.

Occipital cluster centroid of dipole sources components involved in the generation of EP to MO, is located laterally-right in the gray matter of the 17th Brodmann area, in cuneus gyrus, not far from the 18th area boarder (Table 2).

Table 2

Anatomical labels within a cube with sides of 11 mm around occipital cluster centroid for MO (6, -86, 8) by Talairach electronic atlas [10] (gray matter)

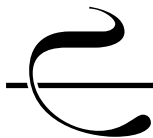
Weight	Hemisphere	Lobe	Gyrus	Broadmann area
298	Right	Occipital	Cuneus	17
140	Right	Occipital	Cuneus	18
102	Right	Occipital	Gyrus Lingualis	17
27	Right	Occipital	Gyrus Lingualis	18

Occipital cluster centroid of dipole sources components involved in the generation of EP to MF, is located medially (with 3 mm shift) in 1 mm from the 30th Brodmann area's gray matter, in the posterior cingulate gyrus, close to 30, 18, 19 and 29 fields (Table 3).

Table 3

Anatomical labels within a cube with sides of 11 mm around occipital cluster centroid for MF (3, -59, 5) by Talairach electronic atlas [10] (gray matter)

Weight	Hemisphere	Lobe	Gyrus	Brodmann area
111	Right	Limbic	Gyrus Cinguli Posterior	30
44	Right	Occipital	Cuneus	30
36	Right	Occipital	Gyrus Lingualis	18



21	Right	Occipital	Gyrus Lingualis	19
12	Right	Occipital	*	19
9	Right	Limbic	Gyrus Cinguli Posterior	29
7	Left	Limbic	Gyrus Cinguli Posterior	30
4	Left	Limbic	Gyrus Cinguli Posterior	29

Occipital cluster centroid of dipole sources components involved in the generation of EP to NM, is located laterally-right (with 5 mm shift) in the gray matter of the 18th Brodmann area, in cuneus gyrus, close to the border of the 31th area (Table 4).

Table 4

Anatomical labels within a cube with sides of 11 mm around occipital cluster centroid for NM (5, -71, 21) by Talairach electronic atlas [10] (gray matter)

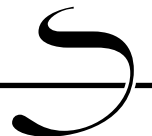
Weight	Hemisphere	Lobe	Gyrus	Brodmann area
274	Right	Occipital	Cuneus	18
149	Right	Occipital	Precuneus	31
136	Right	Parietal	Precuneus	31
42	Right	Limbic	Gyrus Cinguli Posterior	31
2	Right	Occipital	Cuneus	*

Conclusion

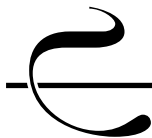
Occipital clusters centroids for MC and NM are relatively close to each other, located in the border area of primary and secondary visual cortex; whereas the occipital cluster centroid for MF is shifted to the limbic cortex, the retrosplenial area and the posterior cingulate gyrus. In contrast, the centroid for MO is shifted to the primary visual cortex. The differences in the dipole source localization of independent components in different experimental conditions may indicate that there is different localization of the second-order filters in the human cortex, what is compatible with the concept of specificity of second-order visual mechanisms.

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YOUNG SCIENTIST

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Analysis of the correlations between styles of thinking and parameters necessary for solving psychodiagnostic tasks among students-psychologists and practical psychologists

This article deals with the empirical results of solving psychodiagnostic tasks by the psychologists with the experience of work over three years, and students-psychologists with different styles of thinking. The assessment of success while solving psychodiagnostic tasks by the representatives of the different thinking styles is carried out. The author analyzed specific character of solving psychodiagnostic tasks, and also made the comparative analysis of success among practical psychologists and students-psychologists taking into consideration their thinking styles. The lines for further investigations in field of the research are set.

Keywords: *professionally important qualities, process of students-psychologists' teaching, psychodiagnostic activity, compounds of psychodiagnostic activity, psychodiagnostic task solving, strategies of solving psychodiagnostic tasks, thinking styles.*

The analysis of the psychologists' professionally important qualities allowed discovering a range of thinking particularities and personal traits, which let the subject to carry out psychodiagnostic activity. Among them we can name: high intellect; good development of the intentional, mnemonic, thinking, imaginary characteristics; wholeness, criticism, flexibility, dialectic thinking; and also well-developed communicative and linguistic qualities, readiness for the contact, stress stability in the process of the communication, the skill to control the behavior, tact and delicacy, patience towards the other opinion and evaluations [2]. It is necessary to note, that among the psychological factors of the success in psychodiagnostic activity we also can distinguish: diagnostic thinking; thinking characteristics (objectivity, wholeness, flexibility, typology, creativity, dialogue – orientation); personality style particularities, including, the style of thinking [5, 6, 7]. Professionally important qualities are the dynamic entities and have different impact at different stages of the professional development. All them should be taken into consideration while professional training of the specialists during their high school education.

A number of the researchers pay attention at the insufficient level of the students-psychologists' readiness to psychodiagnostic activity: skipping of the diagnostic stag-



es, difficulties in correlation of the research results and data interpretation, insufficient psychometric skills, the violation of the ethic norms of the psychodiagnostics [2, 5, 7].

Under the conditions of the high professional education, the adequate model of studies of psychodiagnostic activity is the solution of psychodiagnostic tasks, taken from the real psychological practice. In order to discover possible zones of the growth, directions for developing students-psychologists, we studied process, content and result characteristics of solving psychodiagnostic tasks by practical psychologists and students-psychologists with the different thinking styles.

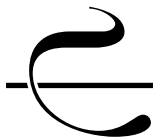
Methodological bases for our research are: theory of making psychological diagnosis by A.F. Anoufrieв [2]; structure of the diagnostic tasks by Anoufrieв [2]; criteria полноты of solving psychodiagnostic tasks by S.N. Kostromina [7]; classification and content aspects of the theory of the thinking styles by R. Bremson and A. Harrisson [1], R. Sternberg [8]; functional approach to thinking styles by A.K. Belousova [5].

In the process of the research we wanted to answer to one question about correlations of styles of thinking with success in solving psychodiagnostic problems, besides, among practical psychologists and students studying psychology. To achieve our goals and determine the particularities of the impact of each style of thinking upon the success of solving psychodiagnostic tasks, it was decided to use two methods: questionnaire «Thinking styles», created by A.K. Belousova, and questionnaire of thinking styles by R. Bramson and A. Harrisson, adapted by A.A. Alekseev, L.A. Gromova. The questionnaire by A.K. Belousova gives the possibility to reveal four styles of thinking: **initiative, critical, administrative, practical**. The methodics, adapted by A.A. Alekseev, L.A. Gromova distinguish five main styles, among which: synthetic style; idealist style; pragmatic style; **analytical style**; realistic style. According to the style names the men are called accordingly Synthesizer, Idealist, Pragmatist, Analyst and Realist.

As it was mentioned before, psychodiagnostic activity is passing mainly at the mental level and it is hardly possible to reflect while doing it. For training those skills as an accurate method more and more researchers have recently chosen the task-based method. In our research we also used the method of the assessment of the development of the components of the psychodiagnostic activity and particularities of solving psycho-diagnostic tasks among the representatives of the different thinking styles. We set up the markers of success for each component of psychodiagnostic activity, such as: the number of stages of the diagnostic process, consequence of stages of psychodiagnostic process, the number of the hypotheses proposed, hypotheses accuracy, adequacy of the chosen methods, a number of the methods, orientation towards problem solving, feedback.

We are coming now to the most significant correlations, discovered in our study.

Synthetic style of thinking among students is positively connected with a number of the proposed hypotheses and their accuracy to the symptoms, negatively – with the accuracy of the methods, the skill of giving the feedback and success at the problem solving. Among the psychologists the synthetic style is connected only to the



necessity of finding out solution. All the students – **Synthesizers** are not good at solving the tasks, despite the logic consequence of the diagnostic study. They often skip the stage of the preliminary hypotheses, suggest excess methodic instrument which is not adequate to the symptoms, they often replace the diagnosis by neutral descriptions and client's problem statement. **Psychologists- Synthesizers**, on the contrary, have high efficiency in problem solving. The scheme of the diagnostics is reduced, the stage of the diagnostic methods is often skipped, they orientate mainly towards the conversation with the client. The specialist has the the aim of finding out resources, problem solving and reflects it at most in the feedback with the client, however, they can avoid giving support to the client.

Ideal style of thinking among students-psychologists has negative correlations with half of the parameters of problem solving: the quantity and consequence of the diagnostic stages, the number and accuracy of the methods, orientation towards problem solving and the skill to ask the questions to the client. The positive correlation is discovered only with category search for resources». **Students-Idealists**, as well as the **psychologists – Idealists**, are able more or less successfully solve the diagnostic tasks, they propose a lot of preliminary hypotheses, including those which are not accurate to the symptoms, they seldom occur to diagnostic methods, but if they use them, then they are always accurate and efficient. However, the psychologists- Idealists are more directed towards the search of the problems and decisions than the students with idealistic style of thinking, they more often ignore the communication with the client. Besides, the students often admit the violation of the ethic rules and replace the diagnosis by unprofessional statements and pieces of advice.

Pragmatic style of thinking among students-psychologists is **positively correlated** with the categories «problem search» and «client support», negatively with the category «resources search ». **Pragmatic style** of thinking is negatively correlated with success in problem solving, the number of stages, quantity and accuracy of the hypotheses, quantity and accuracy of the methods, with the skill to give the feedback, to ask questions and give the support to the client. Positive correlation was revealed with the index of the stages consequences and the number of neutral descriptions. Among the respondents with the pragmatic style of thinking the common trait is reduced scheme of the diagnostic search (1–2 stages), with the frequent skip of the hypotheses and methods. **Students-Pragmatists** are concentrated upon problem search and versions of its solution, they do not forget about recommendations and client's support, but very often with the violation of the professional ethics. **Psychologists – Pragmatists**, on the contrary, they focus their attention upon looking for the theoretical bases of the problem, recommendations, feedback; they do not support the client.

Analytic style of thinking among students positively connected to success at problem solving, accuracy of the proposed hypotheses, number and accuracy of the methods, orientation towards problem solving. Negative correlations are revealed



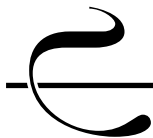
with the categories «neutral descriptions», «unprofessional statements», «questions to the client» ($r = -0,25, p \leq 0,01$), «client's support» and feedback parameters. The working psychologists demonstrate positive correlation with the search of the resources. The psychologists and students with marked analytical **style of thinking** solve psychodiagnostic tasks in the most efficient way. In the scheme of the diagnostic process they skip 1–2 stages, put forward hypotheses and suggested methods are always accurate and lead to the accurate psychological diagnosis. Analysts do not admit the violation of the professional ethics, they fix upon the resources search and problem solving, however **analysts-students** frequently skip the stage of the recommendations and do not support the client.

The realistic style of thinking among students is positively connected with a number of stages of the diagnostic process, feedback, the skill to support the client, the number of the questions and unprofessional statements. The negative correlations are discovered with the number and accuracy of the methods. The working psychologists with marked realistic style of thinking, on the contrary, have the well-developed technical and logic components – positive links are found with success, orientation on the problem search, number and accuracy of the methods, number of question asked to the client. Negative correlations exist with the categories of the problem search and resources search. The students and the practical psychologists with the realistic style of thinking successfully decide the diagnostic tasks. The representatives of this style better than the other respondents are able to apply technical components of the diagnostics (methodic instruments), the few hypotheses are practically always transformed into correct psychological diagnosis. The differences are concluded in the deontological components of the psychodiagnostic activity: **students-realists** efficiently build their communication with the client, ask questions, give support, give problem solutions and clients' resources, and reflect them in the feedback. Psychologists-Realists are concentrated upon finding the problem and solutions, they seldom give the feedback and support the clients.

Those who possess marked **initiative style** of thinking seem to be few and unsuccessful in solving diagnostic tasks (students as well as working psychologists). The negative correlations exist with the general index of the success, number and consequence of diagnostic stages, number, and accuracy of the methods, number and accuracy of the hypotheses.

Students with dominating **initiative style** of thinking suffer from big difficulties in solving diagnostic tasks, the majority of the decisions are brought together to the neutral description of the tasks at everyday, unprofessional level. Psychologists with the initiative style of thinking are concentrated upon problem finding and other disturbances, they put forward accurate hypotheses, however they skip diagnostic stage, and they do not give the feedback, support and recommendations.

The representatives of the **critical** style of thinking demonstrate positive correlations with all the components of the diagnostic activity: success, quantity and consequence of the stages of the diagnostic research, quantity and accuracy of



the hypotheses, quantity of the methods and quantity of the questions to the client, feedback, orientation towards finding the problem and decisions. The negative correlations were found only with the neutral descriptions and unprofessional statements. Critical style of thinking turned to be in our study one of the most productive ones for solving psychodiagnostic tasks among students as well as the working psychologists. The students and the psychologists with marked critical **style of thinking** solve diagnostic tasks very efficiently: all the stages of the diagnostic search are consistent, proposed hypotheses and methodic instruments are always adequate to the symptoms and as a result they give an accurate diagnosis. The respondents with the critical style of thinking are aimed at search of resources and decisions, this is reflected in feedback, recommendations and support, given to the client. However, students often ignore the feedback stage and do not give the support to the client.

The managerial style of thinking among psychologists positively correlates with success of the problem solving and accuracy of the hypotheses, negatively with the client's support. There few positive correlations of the students with this style of thinking with the number of the hypotheses and unprofessional statements, negative correlations were found with the other parameters of solving diagnostic tasks, including the integral rate of success. So, the well-developed traits of the managerial style of thinking among psychologists contribute to the efficient solution of the diagnostic task, but it is not the case with students. The respondents with the dominating managerial style of thinking have the average score of success in problem solving. The students and psychologists demonstrate high level of the development of logic, semiotic, technical component of psychodiagnostic activity; they concentrate upon the problem solving and decisions; however they completely omit the deontological component (the lack of the feedback and any communication with the subject).

Practical style of thinking among students directly proportional with success in solving tasks, number and consequence of stages, number of the methods and orientation towards problem search. The negative correlation is discovered with the number of the unprofessional statements. In the sample of working psychologists the positive correlations are shown with number and accuracy of the methods, number of stages, client's support and the number of the asked questions, negative correlations with the accuracy of the hypotheses. **Psychologists** with dominating practical style of thinking менее успешны в решении диагностических задач, часто пропускают этап гипотез и методик, they put accent upon the stage of giving recommendations and problem solving, client's support and feedback. The working psychologists' practical style of thinking is closely linked with technical and deontological compounds of the psychodiagnostic activity, which doesn't directly provide success in solving the psych diagnostic tasks. Students with dominating practical style of thinking possess high efficiency of solving diagnostic tasks, they are involved into problem search and solving the problem, the scheme of the diag-



nostic search is thoroughly observed by them, they use the methods best of all, and, as a rule, their unique preliminary hypothesis turns to be right. They almost never admit the ethic violation and a single mistake in their work is underestimation of the client's resources.

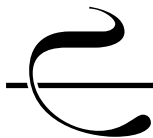
Thus, the results of the studies of success in solving the psychodiagnostic tasks, carried out using the sample of students and practical psychologists with different styles of thinking showed that students-psychologists in the process of solving psychodiagnostic problems hardly ever concentrate upon the category «search for resources», «search for solutions», «client's support», that reflects insufficient development of the deontological component of the psychodiagnostic activity. It is also confirmed by the fact that a great quantity of «unprofessional responses» in individual decisions made by students-psychologists in comparison with specialists. We'd like to underline, that the discovered significant differences in the process, content, result characteristics of the problem solving among students-psychologists and practical psychologists with different styles of thinking. The students, who do not have the dominating style of thinking, show a great difference in development of semiotic, logic, technical and deontological components.

Thus, the results of this research testify the insufficient development of the compound of the psychodiagnostic activity among students-psychologists. The difference in the success while solving psycho-diagnostic tasks by students-psychologists with the different styles of thinking let us make conclusions about unevenness of the development and significance of these or those compounds of psycho-diagnostic activity, and also about the success of the psychologists-representatives of the different concrete styles of thinking in different compounds of the psycho-diagnostic activity. Consequently, planning the ways of creating and developing these components in the process of getting high professional education, it is reasonable to take into consideration the thinking styles of the students-psychologists.

For further development and improvement of the psycho-diagnostic skills among students-psychologists at the basis of the psychological service of South-Russian Humanitarian Institute was elaborated and introduced experimental program. The results of this work are described and published [4].

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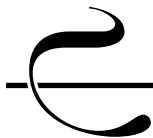
Symbol and symbolization: similarity and difference of the interpretation in the context of the different psychological approaches

Symbolization – is the process of creation (at the level of the public conscious) and acquiring (at the level of the individual conscious) of the new notions –symbols, concentrated in the generalized form, the significance of their specific qualities as “super important” or “super realistic”. The notions- symbols have the function which differ from any other, because they play the role of the universal indicators, which orientate cognizer to the meaning of the context, which must not only be perceived indifferently, which needs to be realized, assessed, interpreted in a certain way. In the frame of the different psychological approaches the problem of the symbolization is treated and evaluated in different ways. The analysis of some definitions of this scientific category let us rise to the integrative level of understanding of the mechanisms of the symbols and symbolization.

Keywords: *symbol, symbolization, abstraction, empirical and theoretical generalization, psychosemantic image, interpretation, metaphorization, context forming.*

The symbol is the important compound of the contemporary conscious at the personal level as well as at the group levels. Symbols have been developing during the long history in the process of the human cultural development. The symbol comes from the greek verb “connect”, “push”, “compare” etymologically. Reflecting the general logic of the system of the notions, before the function of the symbol was identified with subject-image compound of the psychosemantic reality, the empirical generalization appeared at its basis. The objects are alienated from them, images become the objects of the admiration (totems), the particular actions – rituals appear, connected with particularities of their use. However, gradually the development of the abstract and generalized meanings (in the result of the transition from the empirical to the theoretical generalization) and their anchoring at the level of the stable notions at the transpersonal level in the different forms of the public conscious happens – the function of the symbol greatly enlarges. The new directions of the world cognition were discovered, now they do not need the image, they exist at the level of the abstraction (alienation and generalization) of qualities from earlier created abstract meaning. The mathematic sciences were so created, the content compound in them are absolutely symbolic systems.

As the humanitarian compound of the public forms of the conscious was growing, the need of symbolization appeared in this field of the human development. The symbolization is the process of the creation of the abstract –general notions – symbols, they are not simply signs – analogs, replacing some object or phenomenon, they concentrate in the generalized form – the significance of their specific qualities as “super important” or “super realistic”. The notions – symbols have the function which is quite



different from the other notion, because they aren't simply bearers of some meanings, they play the role of the indicator, they orientate the subject towards the meaning of the context which shouldn't be simply discovered but requires comprehension and definite interpretation. We shouldn't confuse the symbol and sign. The sign only denotes the well-known object, its function is auxiliary. The symbol has its own value, it is an organic element of mental and spiritual life. It is possible to suggest that symbol plays the role of concentration in the relation towards more generalized terms, becomes a kind of the epicenter, which has an impact upon the comprehension of all contents. The notions – symbols include such characteristics as the multipurpose character, deepness, evaluation level of the event as the compound of the public conscious, they differ by their importance. Using them, in oral and written narration, the speaker addresses towards the unique event or fact, underlines the scale of the object. If we speak about the National war, dictatorship, Holocaust and etc., then even without mentioning the concrete historic examples, we can distinguish evaluative compound of this notion. This is a universal process, because every representative of the certain cultural period understands the meaning of this notion not only as the entity of the generalized qualities, but as something which contains grading as positive or negative. The universal notions-symbols, due to their particular role, which was allocated to transpersonal and personal realities, attracted the psychologist's attention in the context of the different approaches and interpretations.

The particular foreshortening for studies and symbols creation, description of their functions in the psychological knowledge were made by psychoanalysis (Z. Freud), they were concerned about the symbol and motivation of the symbol creation in the process of analysis of the individual unconscious. The presence of the primitive attractions – particular type of the sexual energy (libido), requiring immediate release not getting it, conflicting with real situations and moral claims, encourage neurotic symptoms, discomfort states, tension and fear. Blocking Self, they suppress them from this sphere and embody it in the dreams as symbols, single, disjoined or connected between themselves, symbols in the mythological plots, in the fairy –tales, in disjoined hallucinations. «So we don't know the goal of the creativity, how to save symbolically the man from internal over tension, to redirect bring down force into the other, to secure field for his soul!» [6, p. 45]. With the help of the symbol it becomes possible to transfer the accent from one field to another, to smooth or avoid conflict, relieve internal human state. «The soul of the mankind was showing itself from the first centuries only in the artistic fiction –otherwise, what would you know about it! Its creative power is apprehended only in the dreams, implemented in the religion, myths and art masterpieces. The psychology is not able –it was well inspired to our age by Freud – to find truly personal in the man, if we consider only conscious and responsible actions; we have to descend deep, where the human being becomes the myth and creates the real picture of his life, in the creative stream of the unconscious»[6, p. 45].

«Summarizing Freud's works, it becomes clear that neurotic symptoms, dreams, wrong actions and etc. can be considered as original signs (texts), replacing some su-



perseded emotions (conflict of the motives) and representing them in the conscious and behavior»[2, p. 83].

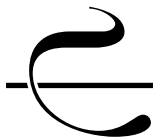
From the aforesaid, it might be assumed that Z. Freud considers two moments concerning the dreams:

1. Concrete thoughts, forming the hidden contents (context beginning) and which is the internal speech, going on at the level of pre-conscious.
2. Transformation of these thoughts and clear contents into the symbols and the symbolic images (the process of visual and symbolic representation). The transformation of the symbolic images into the plot is their second recycling (second process).

Apart from transformation of the hidden thoughts into the real contents, including representations of the important ideas through auxiliary details (operations connected to pulling off the elements of the hidden contents), Z. Freud describes another version – condensation – the combination of the different elements (hidden ideas) and unique image, where the images are condensed – over determined, they have a lot of interpretations, they are thought to be the key ones, as all agree that the multiple thinking consequences are related to them. These two operations are – derivatives from all the products of the unconscious. Such a coding of the hidden contents (concrete thoughts) can be shown at absolutely different sign material: «signs – symbols and iconic signs of dreams, signs – indexes and iconic signs of the erroneous and symptomatic actions and etc» [2, p. 83].

There is the «second» theory of the symbols, represented by the model of rebus, according to which the images of dreams are regarded as unequivocal sexual symbols, correspondingly – symbol (sign), out of the context. This theory was borrowed by Z. Freud from Wilhelm Stekel. Besides, the over-determination is reduced to the single mechanic determinism. The impact of this theory was reflected in Z. Freud's works as hypertrophied understanding of the sexuality. He distinguished symbols according to the sex. Some he identified with penis, another group with – vulva or the other part of the female body. He also thought that such a technique is auxiliary, he used it while studying typical symbols. «Freud writes, the mistakes of his predecessors were reduced to the fact that they tried to understand the meaning of the dreams from images of the clear contents, not from their connections (through superficial associations) with the hidden senses»[2, p. 84], it is against the language of the symbols. Furthermore, «the analysis (it means decondensation and reconstruction) shouldn't be directed towards «pictographic», but the word text, since «pictographic» text has the sense as the word «signifier». As the superficial associations serve as a connecting chain between the hidden thoughts and obvious contents, then «sign attitudes», which Freud mentions, are revealed with the help of the associative techniques»[2, p. 85].

If Z. Freud considered the culture as the system of the prohibitions, limiting natural attractions and treated the symbol as the instrument of the interaction, regulation of the conscious and unconscious, but his pupil C. Jung gave to the symbols quite



different functions. He thought that the culture is the system of the bans oppressing man, and, exactly, as the system of symbols. He considered the human need of symbolization more persistent than any other. With the help of the symbols man creates the model of the surrounding world, builds plans of the behavior and scenarios of events development, find his way in the historical and social space using universal schemes. So far as symbols mutually complete and clarify each other, all the problems of the spiritual life in K. Jung's interpretation greatly reduced to correlation of the symbols, which can be artistic, political, mythological ones. The symbolic images are, according to Jung, connecting links between cultural heritage and the experience of the particular personality. They are used as matrixes of the cognition. Helping to form and to straighten out the impression, they create the perspective of the personality development, placing into «context niche» triumphs and misfortunes, hopes and fears, joy and pain [7].

The significant expansion of the interpretation of the symbol was made by E. Fromm – by the scientist, trying to find out the mechanism of the link between individual's psyche and social structure of the society, where the main reason of the neurosis and anxiety is the conflict, appearing in the childhood when the baby faces the hostile world, and which progresses if he suffers from the lack of the love and attention.

In a number of the works E. Fromm emphasizes, that the man has unchangeable essence, maintaining the core in all the cultures and under all historical circumstances, but this is not genetic nature, it is always «second nature», actually human world of the culture. But the human conscious is surrounded by a huge field of the unconscious, which is not passive and lies calmly in the depth, and unconsciously comes out and has a decisive impact upon human behavior, to a great extent the behavior depends on it. That's why not only the unconscious sphere, but at the level of the conscious, difficult life situations are rather often treated by people as unreal, as illusions, as myths. With the help of the symbolization, people endure easier the ups and downs of life, «parting» in the world of the daydreams and reverie, retreating from sober thought, because the person suffers from the discomfort and feel tense in disjoined, split world. He intuitively stretches towards wholeness, towards integrated outlook and context creation, involved in the myth constructing – one of the most important factors of the culture development. The myth brightens human existence, gives sense and hope. He also helps to overcome pitiless, critical orientation of the conscious and at all levels able to free himself from the world view contradictions. E. Fromm writes, that the conscious of the contemporary average man is, mainly, characterized by false conscious, consisting of inventions and illusions, the man even doesn't realize – it isn't the true reality. The aim of E. Fromm's theory is «healthy» society which is achieved through the possibilities of the psychoanalysis «social and individual therapy», and E. Fromm addresses to the myth, to treasury of the world emotional experience, theoretical and projective thinking, and creative activity, social and communicative experience.



The myth is represented as the outstanding achievement of this experience, as the precious life material, as the type of the individual human self-construction and a unique way of the existence. The myth is realized through the man's secret desires, his hallucinations and unconscious dramatic art, creatively – transforming and regulating sources. In Fromm's view, myth particularity is not his analytical knowledge, but at the close look the myth isn't chaotic. It points out to the particular logic, allowing to assimilate the huge material of unconscious and irrational accumulated by the mankind.

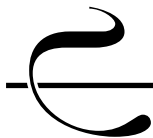
Taking up symbols, E. Fromm created his own classification:

1. Conventional (conventional symbols) symbols – having no internal link with the signified and based upon the agreement, «concluded» between people, the most familiar and used in the everyday language (mathematical, technical symbols, words as the ways of language expression).
2. Accidental symbols – appearing in space and time contiguity (the principle of the condition reflex by I .P. Pavlov), based upon the accidental combination, having individual characteristics and having no law –governed nature. (The perfume is able to evoke certain emotional mood and associations with a particular man).
3. Universal symbols – based upon the internal link between symbol and symbolized. (Excluding accidents, which are regarded similarly by all people).

The last group of the symbols allowed introducing the motivational compound in the interpretation in the mechanism of the symbol realization at the level of the individual consciousness, distinguishing the intensive and extensive meanings of the symbols for the personality. The same interpretation will appear among national psychologists, but considerably later and in the frame of other methodological reference points.

The universal notions-symbols are more completely presented in the frame of the national psychological school, in the cultural and historical theory of L.S. Vigotskii. In the context of this theory they are considered as the cultural symbols. Conscious doesn't exist out of the society. In L.S. Vygotskii's opinion, the psyche isn't developed by itself, the man's development can be encouraged by special sign systems of psycho techniques – the work with the language, myths, symbols, the techniques of the interaction (psychological instruments, mediators of the human development, intensive means of the human experience reflection). The unique human ontogenesis consists of the assimilation of the public and historical experience in the process of learning and education – elaborated by the society ways of the transmission of the human experience and cultural notions – symbols are just one of the «instruments» of man's mastering the social reality. Thus, the transition from the more simple (worldly) notions towards more abstract (deep) scientific notions discovers the mechanism, which characterizes the particularities of subject of the research we are interested in.

The introduction by L.V . Vygotskii of the category of meaning, context, symbol which later become independent scientific definitions, their further development into the independent whole scientific definitions, nourishing the layer of psychological



knowledge by qualitatively new level of the interpretation of almost all conceptual apparatus, has determined, rather long prehistory (or, more exactly, parallel history, as at the temporary aspect these studies go very often almost simultaneously, however, due to the distance existed between the national psychology of the soviet period and European and American psychology, a number of works written abroad were not analyzed by the national psychologists). These are just correlations of exterior and interior in the knowledge which greatly define the specific features and distinctif interrelations between the subject and the world, showing the importance for the cognizer of these or those objects of the surrounding reality.

The views and interpretations of L. S. Vygotskii of the cultural notions-symbols found themselves in successors of the two authoritative national approaches:

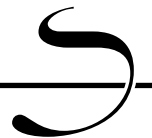
- psychosemantics;
- theory of the context and context forming.

The psycho semantic approach opens the way towards personality studies through the analysis of its individual conscious. The main bases of the psychosemantics are represented, first of all, by the works of the psychologists of MSU (E.U. Artemieva, V.F. Petrenko, A.G. Shmelev, V.V. Stolin, A.A. Nistratov, V.I. Pohilko, O.V. Mitina). The methodological gist of the psychosemantic approach is well formulated by A.N. Leontiev: «Sensor modality does not code the reality: they contain them» [1, p. 16].

The psychosemantics start from semantics. Semantics as the part of the semiotics «consider the signs in their relation towards signified (having no symbolic nature) objects » [4, v. 3, p. 514]. «The most important subject of the consideration for the semiotics is the language, that's why it is a part of the linguistics (as the semantics of the natural language) and the logic (as the semantics of the formal languages)» [ib.]. In accordance with G. Fregai, the nature of the language sign is triple. «The sign itself (the unique object), firstly, designates another object (the meaning of the sign), secondly, the signified and the notion doesn't correspond (the symbol of the sign)» [4, v. 3, p. 514]. According to F. de Saussure, the sign is «the entity of the signified and signifier» [ib.]. Anyway, the language natural and formal is regarded as the mean to express the phenomena and objects existing in the reality.

Psychosemantics studies the same questions as the semantics, but if we speak about man's individual conscious, refraction of semantic structures in the subjective sphere of the personality, the three moments of the psychosemantics have the direct or mediated relation to the problem of the symbol and symbolization in the plan which is of interest for us.

- Firstly, it is showed, that the processes of the categorization which are realized in our conscious (in the larger view including functioning of the word meanings, images, communicative and ritual actions –symbols) are determined by the subjective meanings perceived by the man – «world, other people, himself» (B.F. Petrenko). «The subject classifies something, assesses, categorizes, judges about similarities and differences of the objects» (the textbook «Psychosemantics»). The meanings acquiring value in the man's conscious are classification stimula-

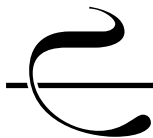


tors. «Subjectively more important bases of the categorization have a greater impact upon the variety of the object assessment and corresponding factors – co-ordinate axes of the semantic space – they greatly поляризуют analyzed objects. The space as the “rubber” is spread along the axe of subjectively important factor» [5].

- Secondly, there is a more convincing version of the subjective context genesis, it reflects a kind of the interiorization of the objective meanings, «throwing off» symbolic forms, transition towards “alive” contexts. The genetic consequence of context building looks like «pre-context – traces created, fixed in the modal qualities (the layer of the world perception), contexts-traces inside the semantic layer and personal contexts – composing the world view, elements of the core structures of the subjective experience» [1, p. 30].
- Thirdly, psycho semantics attracts by its theoretical and practical significance of the context classification. After creating «the concept basis of the psychology of the subjective semantics» (E. U. Artemieva), the representatives of this direction classified contexts, creating the semantic layer of the subjective experience, in dependence with their contribution to the sense of the object. «The partial modal sense we call the trace of the interaction with the object, represented in required modality. The unique trace is formed in the semantic layer after the synthesis of the modal senses, let’s call it the complete meaning» [Ib.].

Psychosemantic approach towards studying personality is realized through the paradigm of the «subjective» approach towards understanding of the other through the categorization of the symbols. Context interpretation of the distinguished structures (symbols) requires to look at the world by the «eyes of the cognizer», to discover his ways of the world comprehension. Reconstructed in the frame of the subjective semantic space of the individual system of the meanings plays the roles of своеобразной ориентировочной основой of this empathetic process, gives him context supports at the stage of accepting or reconstructing the sense of “symbol” for oneself from the surrounding semantic culture.

The theory of the context and context forming starts to differentiate from the other directions in psychology in the monograph by A.N. Leontiev “Activity. Conscious. Personality”. Upon integrating the researches in different spheres of the psychological studies, A.N. Leontiev gives the definition of context, pointing out his most significant attributes: «The meaning is the generalization of the reality, which is crystallized, fixed in the чувственном носителе его, as usual in the word or word combination. This is the ideal, spiritual form of the crystallization of the public experience, public practice. The circle of the representations of this society, its science, its language – this is the essential part of the system of the meanings. The meaning belongs first of all to the world of the objective and historical phenomena. But the meanings exist as the fact of the individual conscious. The man doesn’t study the world as the Robinson, making the discoveries on the desert island. The man in the course of his life assimilates the



experience of the previous generations, and it just happens in the form of meanings assimilation and while the process of their assimilation» [3, p. 186].

Showing that the meaning – «this is that form, where the particular man acquires the public reflected in the human experience» [ib.], A.N. Leontiev underlined that «the individual doesn't have his own language, created by himself meanings, the penetration into the reality phenomena can only happen by assimilation of the exterior "ready" meanings». The meanings have the fixed ways of the reflexion, even including skills, as the generalized mode of action and in the individual conscious «are only more or less full and perfect projections "over individual" meanings, existing in the society [ib.]».

The meanings in their existence seem to be ambivalent. «They are produced by the society and have their own history of the language development, of the development of the forms of the public conscious; they reflect the evolution of the humanities and their cognitive means, and also ideological representations of the society – religious, philosophical and political ones. In this objective being they obey to the public and historical laws and together with the internal logic of their development. Their other life – functioning in the process of the activity and conscious of the particular individuals, though only with the help of these processes can exist. In their second life the meanings are individualized and "they acquire subjectivity", but they do not lose their public and historical nature, their objectivity» [ib., p. 254].

The gist of the matter is that, the meanings, «functioning in the conscious», are independent at the same time from the survived emotions, from the subjective motivation of the people's activity, from the individual relation of the man towards the activity.

However, clarification of the senses doesn't give the possibility to distinguish the ways and mechanisms of the conscious. In this purpose we need to address towards the subject of the conscious, considering him as the bearer of the active subjectivity, but not the passive perceiver of meanings created by the society. The meaning doesn't determine the particularities of the individual's conscious. «Introspectively the meaning is away at the moment of realizing: refracting thoughts, it is not perceived and analyzed. This is a fundamental psychological fact. The meaning can be comprehended, but only in case if the object of the conscious is not the signified object, but the meaning, for instance, while learning a language» [ib.]».

Defining the context through the relations, A.N. Leontiev introduces the category of the "personal context", it doesn't express the situational choice within the semantic field, but the integrated uniqueness of the psyche. «Personal contexts are reflected by motives, generated by the real life relations » [ib.] and «express his own (subject) attitude towards the conscious objective phenomena».

The personal sense is, as a matter of fact, relation of the motive towards the goal, has the objective side and characterizes the unique subjectivity of this individual. «Personal context – is the meaning of something: "pure", the meaning which is not connected to the object, as the substance away from the object» [ib., p. 244]. These are through the personal contexts, as the stable system of the generaliza-



tions, which are behind the words, similar for all the people, start to belong to the concrete person and express individuality. «Functioning in the system of the individual conscious, the meanings aren't realized by themselves, but they are realized through the movements of the personal contexts– for himself – the existence of a certain subject » [ib.]. «Personal sense, thus, links the meanings with the reality of the subject's life in this world with his motives. The personal context creates the bias of the human consciousness» [ib.].

Rendering concrete the question of the personal context and context –symbol (when the notion has the context, “decrystalization” generates the personal sense for cognizer), A.N. Leontiev underlined that there is so-called context distance between them. It can be significant, medium, short, depending upon the degree of correspondence of the personal context of the perceiving subject and symbol –context, which is included in the context of the perceived reality. The short context distance only appears under the condition that the context corresponds to the object world of the communicator, spheres of motives of his activity, his unique being. Just under this condition the personal context can stimulate acquisition and recognition of symbol-context, it will help to the subject to grasp the author's conception while reading a book, watching a spectacle, perception of culture masterpieces.

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