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## ACTUAL PROBLEMS OF MODERN SCIENCE

**Feldstein D.I.**

### On improvement of the quality of scientific personnel certification in the field of pedagogical and psychological specialties (the text of the report made on 20.11.2012 at the VAK meeting at the Ministry of Education and Science of the Russian Federation)

My most esteemed colleagues!

Here, in this hall there have gathered people who are responsible for a condition and possibilities of improvement of the business of scientific personnel certification in the field of pedagogical and psychological specialties.

And I, who have mounted the platform, bear the same responsibility in full.

Therefore I would like to notice that the purpose of my report is not in reproaching somebody for something, but it consists in designation of painful points, our defects in this plan, by having planned ways of their elimination as it is impossible to stand the formed, practically critical situation any further.

The first and the most important is that we clearly have to define what scientists' certification is, as a result of which we confer the degrees of candidate and doctor.

It is especially necessary to emphasize, that existence of an academic degree doesn't give its owner grounds to name himself/herself a scientist.

It is a question of a scientist's qualification. The future will show whether he/she is a scientist or only seeks to become it.

Let's remember great Mechnikov who repeatedly declared, "I'm not a scientist. I am a scientific worker". Descendants have said that he is a scientist indeed.

Unfortunately, today the "scientist" term is leveled both consciously, and unconsciously by efforts of many pseudoscientific and scientific structures.

A person has just managed to receive the first required academic degree of a candidate of science (just listen, ponder – c a n d i d a t e, i.e. a claimant to scientific activity), and they call him/her a scientist. From here there are competitions for young scientists, grants for young scientists...

It is time to stop and steady down, pardon my pun. There are no young or mature, aged or old scientists. There are different categories of scientific workers, to some extent conferred on a corresponding scientific degree. Even in pure psychology (without saying a word about other aspects) the person, having received a scientific degree, takes a significant place in the system of science, but unfortunately he/she is quite



often not ready for this. As a result there is not a simple loss of the society's respect for scientific activity, the whole understanding of science is lost. From here there is an increase of a role and value of scientific personnel certification.

Certification, i.e. conferment of a degree, assumes, and I have to remind of this, not a simple appraisal of a dissertation work, but an appraisal of a scientist's fitness for science, scientific community by his/her scientific publications – articles, monographs, scientific reports, speeches at any conferences, symposiums, participations in debates when the thesis acts as a generalization of the acquired materials representing scientific interest.

Therefore, recommending at a faculty meeting or laboratory, and then considering at the Academic and, at last, the Dissertation Council the presented thesis, we have to estimate not simply its text (especially today when in the presence of the Internet it is very simple to arrange the parts of it, without speaking about advertisements of firms and private persons who openly offer to prepare such text at a certain price). I repeat, we have to estimate not only and not simply the thesis text, but scientific achievements of the author, his/her scientific position, his/her "I" in science. That is, certifying a scientific worker, we have to understand whom we certify, giving him/her a chance to enter into the world of science. Thus, we, the certifying, should answer a question, "What does the applicant introduce into science?" Especially as today, except the people who enter into science because do not think their lives without it, there rises the flow of persons considering it as a way of increase of own social status, as a resource of career growth. It is a question of receiving of academic degrees by the people not participating or participating in a very limited degree in preparation of dissertation works.

What should the Dissertation Council do in case of presentation of a well-done work and intelligible speech of an applicant at defence, knowing, that the work is written by other people? It is possible and, probably, it is necessary to address to the European practice where the system of multidimensional responsibility of scientists is developed, in particular, where there are provided consequences for the academic career of the persons caught in violation of scientific ethics. For example, according to the documents approved by the Senate of the Max Planck Society on November 24, 2000, they include: deprivation of doctor's degree; deprivation of the right to teaching; an action for return of money, grants; recall of the scientific publications intended for public, and some other measures.

Dear colleagues, at our last meetings I tried to pay participants' attention to a weak presentation, in fact, lack of methodological position of many applicants, even of a doctoral degree.

To a certain extent it is connected with a state and development of science, with conditions of its functioning in modern knowledge space where they observe an exorbitant extension of information of different levels and characters against the background of change of world outlooks, that has not only considerably expanded, but also complicated a modern person's outlook, causing the necessity of development of new methodological principles and value and purpose attitudes.



Unfortunately, new world outlooks and methodological approaches are often badly mastered by many candidates for a degree confusing proposition of essentially different concepts of postmodernism, post-nonclassical rationality, post-positivism and others, as frequent giving them an incompatible combination, without revealing and without using in dissertation researches in practice.

Indistinctness of theoretical and methodological positions, i.e., in essence, absence of logic of knowledge of the studied phenomena, scientific ignorance in a great number of doctoral dissertations (needless to say about candidate works), when the applicant is guided by various positions developed in different schemes of the theory of knowledge; in result of these we see a methodological base as a “commemoration book” with surnames of known authors, quite often together with names of the dissertation council members and opponents. For example there is O.V. Varnikova’s doctoral dissertation “Formation of professional competence of higher school students in the foreign-language training process”, defended in the Penza State Teachers’ Training University where Professor V.V. Polukarov was an educational consultant, Professor Z.V. Perepelkina, Professor O.G. Oberemko and T.G. Ivoshina were official opponents, the Krasnoyarsk State Teachers’ Training University was the lead organization. The applicant has said that a theoretical and methodological basis of her research were (I quote), “Key propositions of philosophy of science and methodology of scientific researches (12 surnames are enumerated); fundamental personality theories (the list of 8 surnames is given). But then writer of the thesis writes that besides them, she was guided by (just listen): the system approach to the analysis of the social phenomena, processes, systems (17 surnames are given); the activity approach (5 surnames are listed); the communicative and activity approach (6 surnames); the competence based approach (13 surnames are listed); the cognitive approach to knowledge problems (3 surnames). Without stopping at this, the applicant says that that a methodological basis of the thesis were: psychological and pedagogical researches (it is not specified what particular researches, but there is a list of 20 surnames), theories and concepts of the person’s personal formation as an active subject transforming the world and self (8 surnames); researches of laws of professional formation of the future expert (13 surnames), modern concepts of the education content (8 surnames), concepts of individualization, contextual and productive training, professionalizing of training, creative self-development (10 surnames), conceptual and didactic aspects of training of adults (9 surnames), education humanitarization and humanization, including by means of learning of foreign languages (5 surnames). Then we are amazed to find that as methodological bases the applicant also gives language teaching methodology in a professional sphere and formation of foreign-language competence (the list of 4 surnames is given), language teaching methodology and theory (14 surnames are listed), and, besides, teaching theory of the foreign-language professional focused communication (4 surnames).

I wonder what was the condition of the members of the Dissertation Council who approved the work with a methodological basis like that? If it was not under hypnosis,



it is necessary not to address to a psychological-pedagogical commission of VAK experts, but to apply for the urgent medical and psychiatric assistance.

After all such substantiation of theoretical and methodological bases is quite typical unfortunately.

Though it is easily understood that a methodological basis of dissertation research can't be formed from the works of certain scientists, enumeration of their surnames and the directions studied by them at the mention of whom there is a frequent confusion of theories, concepts, certain proposition and results.

An abracadabra like that also affects a choice character, and forms of application of the methods acting as a component of research methodology. Today in a considerable number of dissertation works laborious instrumental or experimental research procedures are substituted for inventories and questionnaires of a doubtful provenance, the validity and reliability of which need scientific corroboration. As a result, for example, a factual research of a psychological phenomenon (behavior, state, reactions, learning, etc.) is substituted for an average multitude of the quantitative estimates imitating the phenomenon. But, as we know, there is no "average" person; therefore the received results are a fiction in fact. Besides, a disbalance towards natural science methods of research without a relation with humanitarian methods of knowledge, which have obviously sunk, considerably reduces the possibilities of studying of the person living in a complex modern situation where he/she is exposed to influence of a number of factors.

My most esteemed colleagues, you know that the modern world has essentially changed. The space of functioning of mankind, rhythms, tempos of its movement have changed. Great technical, technological, production, cultural achievements, on the one hand, and on the other – a world crisis: economic, social, demographic, ecological, that has covered all spheres of activity of human community, including the Russian society, objectively fix a really new historical condition of development connected with boundary changes of a phased character.

The major consequence and at the same time the indicator of the current state of society are essentially new possibilities, positions, abilities of the person who has appeared in a qualitatively new world caused by the occurred and occurring changes when thanks to the Internet and television in no time he/she can jump over numerous geographical and political borders, visit different continents of the Earth, at ocean bed and in space that generates, in addition, destruction of habitual processes of cognitive activity, and a gap between the well-established connections, interdependencies, intellectual, emotional, physical, psychological intensity, instability as a result of which there is a change of perception, consciousness, thinking, the sphere of motivation and needs.

Thus the existing education system, having no time to assimilate the occurred transformations, ceased to meet claims laid to it, putting forward, making conditional the necessity of construction of a qualitatively different education focused not on intergenerational transmission of sociocultural experience, but on educa-



tion – **f o r m a t i o n** of the person, his/her self-education, self-determination demanding creative abilities – not only cognitive, but also communicative, and organizational.

The need for development of the strategy of transformation of education which acts as a real force of reproduction of society, as well as the necessity of creation of an integral picture of mental, neuropsychological, psychophysiological, personal development of modern people, especially growing, their training for life in the quickly changing world, activates development of essentially new scientific theories, concepts, search of technologies, mechanisms, methods, ways of training, education, development of people, growth of their morality and spirituality that gives an exclusive relevance to psychological and pedagogical sciences in which there are huge lacunas of the unresolved problems connected both with cognition of the modern person, and with construction of the process of education.

Today it became fashionable to shout, that things look black concerning our education. What do we do to make it good? What did we offer in respect of improvement of growing people's scholarship, increase of their culture? What did we develop, prove regarding solution of the problem of preservation of logical thinking in the century of prevalence of virtual information, regarding combination of its different types, in particular, transformation of information into knowledge?

Although it is elimination of these and many other blank spots, if to believe what is written in psychological and pedagogical theses regarding theoretical value and scientific and practical application of the conducted researches, that the whole army of aspirants to the degrees of doctor and candidate does today. After all only over the last three years – 2009–2011 – the VAK Presidium (according to the recommendation of the council of experts) has approved 605 doctoral dissertations on pedagogics and psychology, having rejected only 12 doctoral dissertations, however, 13 applicants removed their works from further consideration by themselves, having received evidence that they were unfit by means of the council of experts of VAK (between ourselves).

Thus, there are 605 performed doctoral works on pedagogics and psychology, which solve an important scientific problem according to the regulations on an academic degree. And, I repeat, over three years there are more than six hundred of such works! At the same time during the same period there were defended (don't be afraid) 5927 Candidate's dissertations on pedagogics and 1668 on psychology. Though for the present 2012 the data is not cited yet, it is possible to say that in our fields of scientific knowledge there was a tectonic shift – after all such a number of the theses having, as it is written in each one, topicality, scientific novelty and practical importance, contain hundreds and thousands solved problems, new discoveries. However, the picture is qualitatively different unfortunately.

On the one hand, we observe a pressure from a huge stream of the dissertation researches devoted to different by importance, character, orientation problems which are considered at the functioning dissertation councils. Today there are 237 of them



on pedagogics and 88 on psychology! I must say that when, for example, I defended a doctoral dissertation in 1969, in the great country uniting Russia and Ukraine, Belarus and Moldavia, the republics of Transcaucasia, Baltic and Central Asia, there were only 4 councils on psychology – in Lomonosov Moscow State University where Alexey Nikolaevich Leontiev was a chairman, at the Leningrad University where Boris Gerasimovich Ananiev was a chairman, at the Kiev University where Grigory Silovich Kostyuk was a chairman and at the Tbilisi University where Alexander Severyanovich Prangishvili was a chairman. At the same time these councils had no right of access to VAK. At first their decisions were affirmed by a so-called large Council of University where not the applicant, but the named chairmen made statements. And only then the documents went to VAK. Thus, I have to note, that the people defending doctoral works, have already known their respectable colleagues sitting on the Academic Council, both by the works, and, as they say, by sight – meeting at various kinds of conferences, symposiums, seminars, scientific disputes for many years.

Today we have not 4, but, I repeat, 88 dissertation councils on psychology and 237 on pedagogics, and ironically enough we meet very often the applicants, about whose works we didn't even hear.

Today, probably not casually, experts note a very low level of a considerable number of dissertation researches. Thus, as conversations with the applicants for an academic degree called to VAK show, commonly enough such applicants are not simply unprepared for scientific activity as a whole, but do not know a subject already defended by them at corresponding dissertation councils and declared as a solved problem.

This state of affairs not simply leads to science obstruction by pseudoscientific opuses, reducing the value of scientific knowledge, discrediting the value of dissertation works as scientific researches, but is also a direct threat for the process of growth and development of scientific personnel. Does it surprise that in society there is a very dangerous tendency of formation of the skeptical relation to people of science though the majority of them is made, as we know, by its selfless votaries making a weighty contribution to development of scientific knowledge?

Dear colleagues, we cannot bear such things any further. If we have vestiges of responsible relation to self, own activity, science, I do not even speak about service to it, to the person and society, it is necessary to decide clearly and definitely – either we really mean business of qualitative improvement of scientific personnel's certification, or move aside and not disturb those who did not yet lose a concept of debt and responsibility. I talk not about the applicants for scientific degrees, but about us, about those who bless, admit ignoramus to scientific activity as participants enjoying full rights.

Let's face it. Our expert community – members of departments, laboratories, members of academic and dissertation councils, academic advisers, consultants, opponents, lead agencies, experts of VAK – are responsible for that the scientific activity of many candidates for a degree is carried out not up to the mark, at the underestimated requirements of researchers.



The analysis of the dissertation researches on pedagogics and psychology received by VAK shows a number of inadmissible, but, to our sorrow, repeating from year to year shortcomings.

First of all, it concerns not only the methodological illiteracy of many applicants mentioned by me, but also a choice of a theme of research which can serve as an initial guideline in wide space of the carried-out scientific activity; replenishment of scientific community by experts of high qualification is its result. To our shame (though, the category of shame is not studied in psychology), the choice and approval of a considerable number of theses is not defined by urgent basic aims, but occurs at random, without continuation of research and connection with others, without groundwork for the future.

Still insufficiently clearly our expert community fulfills the requirements which are clearly written down in the Regulations on conferment of academic degrees where it is unambiguously specified that the thesis is not a simple generalization of any materials, but a result of the prolonged scientific search, creative statement and solution of a major task, in a concentrated form expressed in a research theme. It is clear, we cannot dictate a theme, but it is impossible to allow their purely blind choice.

However bitter it is, as a rule, today the choice of a theme of research is not defined by scientifically and socially significant aims, but it is invented, frequently proceeding from a theme which was defended by a department head or an educational consultant, or from simple possibilities of a certain "material" collection. Those themes which are approved, defended, presented by dissertation councils to VAK visibly indicate this.

For example, this year the Chelyabinsk State Teacher' Training University tries to enrich pedagogical science with the research of I.L. Orekhova on (just listen, please) "Ekologization and valeologization of the diversified training of students for health improving activity in educational institutions". Thus, educational consultant - Professor Z.I. Tyumaseva, official opponents - Professor T.F. Orekhova (from Magnitogorsk), Professor N.P. Ryabinina (from Chelyabinsk), Professor V.P. Solomin (from the Herzen State Teachers' Training University of Russia) – participated in a choice and assessment of this; the Orenburg State Teachers' Training University was the lead agency.

The Chelyabinsk State Academy of Culture and Arts keeps pace with the Chelyabinsk State Teacher' Training University; it affords weighty ground for brotherly association of their dissertation councils. This academy tried to enrich the pedagogics of our country with the work of T.P. Stepanova "Diversification (as you can see, it is a favorite term in the Chelyabinsk region) of leisure communication: methodology, theory, technology". Without having found neither the first, nor the second and the third in the thesis, VAK has rejected this thesis where Professor N.N. Yaroshenko was an educational consultant, Professor E.L. Kudrina, Professor M.I. Dolzhenkova and Professor N.G. Apukhtina were official opponents, and the St. Petersburg State University of Culture and Arts acted as the lead agency (I wonder, "What and where does it lead?").

The Moscow State Regional University (our gratitude to its chairman Professor E.E. Minchenkov) keeps pace with Chelyabinsk in terms of innovative formulations



of dissertation themes of this sort. For example, A.M. Stepanov's theme was "Formation of a spiritual and moral component of ecological competence of schoolchildren by means of the Russian song folklore". The Sholokhov Moscow State University of the Arts as a lead agency made its contribution to immortalizing of this theme.

How can we understand a theme of I.O. Eliferenko's thesis "Ontogenesis of a system of training of an expert of creative professions in the context of sociocultural and pedagogical transformations of the XX century"? I would remind everybody who recommended and made examination of this work that in accordance with English (and it is according to any psychological dictionary) "ontogenesis" is development of living creatures from the birth until the end of life; in the dictionary of foreign words "ontogenesis" (from the Greek "ontos") is an individual development of the living being from a stage of fertilization of an ovum till the individual life termination. Therefore it is unclear, from what ovum Eliferenko and those who assessed this applicant proceeded at consideration of the system of training of the expert of creative professions. I ask the dissertation council of the Moscow Pedagogical State University, official opponents – Professor A.A. Skamnitskomu, Professor A.Y. Belogurova and Professor L.P. Illarionova and the lead agency – the Moscow State Regional University.

The other applicant O.V. Kovalchuk with the help of the dissertation council at the Yaroslav-the-Wise Novgorod State University tried to make a weighty contribution to pedagogical science by a thesis on a theme "Innovative development of the municipal education system in the context of the projecting and qualitative paradigm".

The applicant fixes a research problem as a search of paradigmatic bases defining new approaches, regularities and principles, means and methods of control over innovative development of municipal educational systems. Let's lay aside the discussion of the problem concerning the ways of unification of bases, approaches, regularities, principles etc. into one problem. Let's look at research problems. Neither of them (and there are 5 of them) meets the idea of "search" declared in the research problem. The "methodology" connected with search of "paradigmatic bases" is significant in this regard. At first the projecting and qualitative management is defined as an approach, then as a concept. By the way, this introduction is recorded as the research theoretical importance. But in the following chapter the concept turns into the projecting and qualitative paradigm. This "blitzkrieg" ends by that the newly-made "paradigm" becomes a context within which there is a management of innovative development of the municipal educational system. What should be a hypothesis for implementation of the "search" of this kind? It seems that the applicant himself knows nothing about it, as four of five propositions of the hypothesis are obvious and do not demand proofs. Who disagrees with that the essence of innovative development of the municipal educational system as its key purposes has achievement of pedagogical and social results or that the success of such management demands existence of an integral concept, and the concept itself, as well as innovative development, should have a system character?

What should be the aims of realization of such a hypothesis? Naturally, they should be connected with it. At first the essence of the projecting and qualitative de-



sign should be revealed, further they should construct its concept, then a model, offer ways of diagnostics of success and to prove its efficiency by means of experimental and searching way (What did the applicant mean here?). We have a standard logic of a writer of a university degree thesis, at the best – of an applicant for the candidate's degree. Therefore the text of both the thesis, and the author's abstract is filled with other terms and pseudo-scientific turns of speech. Among them there are "innovative development of the municipal educational system", "the polytheoretical foundation of the model", "municipal quality standard", "dual management", "the basic foundation of development of conceptual bases", "the basic foundation of paradigmatic bases", "polytheoretical platform", "educationprudence", "sistemology", "cybernetic and situational approaches", "system and synergetic approach", "full life cycle and quality loop".

If to free the work from these and other farfetched "clothes", we'll have the known general scheme of management, including organizational, functional and parametrical components within which quality assessment is a sort of basis for all other components and system parts. There are no signs of scientific novelty in this work. But meanwhile official opponents – Professor A.M. Tsurulnikov, Professor I.A. Bogachek, Professor V.I. Zvonnikov and the lead agency – the Volgograd State Teachers' Training University – gave positive reviews, hoping, probably, for own impunity.

With the help of the Dissertation Council of the Bashkir State Teachers' Training University the next applicant, A.A. Simonova, enriches pedagogical science with the work "Innovatively focused training for pedagogical management in continuous professional education". Here Professor L.K. Grebenkina, Professor F.S. Teregulov and Professor V.Y. Sinenko were official opponents, and the Chelyabinsk State Teachers' Training University was a lead agency once again.

E.F. Khakimov has enriched science with the thesis "Construction of the practice of polycultural education on the basis of the poliparadigmatic approach" that was promoted by the Udmurt State University.

By means of the Moscow City Teachers' Training University A.A. Hairulina presented pedagogics with the work on the theme "Training of school teams for competitions on aerobics". Colleagues, this is not a methodical letter or instruction, but a scientific thesis (Do you imagine?).

The Russian State University of Physical Training, Sports, Youth and Tourism keeps pace with the Moscow City Teachers' Training University; it presented us with A.A. Ivanov's doctoral thesis on the theme "The technology of health self-improvement of the student-sportsman in connection with a preillness state". Probably, that was a vague state of the educational consultant Professor S.A. Polievsky, official opponents Professor E.S. Tsyganov, Professor A.O. Egorychev, Professor A.V. Chogovadze and the lead agency – the Moscow State Regional University.

The Adygei State University aspires to meet lacks in pedagogical science by I.N. Grekova's thesis "Formation of rational structure of interaction with a support in a various distance race among students of non-core higher education establishments". We obviously see the applicant's running from a scientific distance as far as it is possible.



At the Dissertation Council of the Moscow City Psychological and Pedagogical University M.E. Sachkova decided to reveal "Social psychology of a middle status pupil in the modern Russian educational space". Official opponents: Professor A.M. Prikhozhan, Professor I.G. Dubov, Professor I.B. Bovina, and the lead agency – once again the Moscow State Regional University– helped her.

E.Y. Lipilina carried out studying of a paramount, in her opinion, theme "Development of the creative potential of the future development engineer of garments". The council of experts of VAK, having rejected this work, could not know, what an urgent scientific problem was seen by the Dissertation Council of the Stavropol State University under the chairmanship of Professor V.A. Magina and the Moscow State Teachers' Training University which has acted as the lead agency.

The trouble is that may name some more tens of similar dissertation works; among them they distinguish dissertation councils of the Southern Federal University, the Yaroslavl State Teachers' Training University, the Yakut State University, the Moscow City Teachers' Training University, the Kazan Volga Federal University, the Kuban State University, the Nizhny Novgorod State Linguistic University, the Derzhavin Tambov State University and many others.

How can we characterize the current situation? We can characterize the current situation as an activity officially sanctioned by hundreds of experts of our expert community – psychologists, pedagogues, specialists in didactics, methodologists whose works do not study global socially significant problems, do not reveal features of development of the modern growing person and have no necessary influence on the education system?

I do not want to assert that the majority of candidates for a degree are engaged in the pseudoscientific work not aiming at the solution of urgent problems. But the fact remains – the mass of dissertation researches on pedagogics and psychology very poorly (this phrase is optimistically constructed) influences the person's cognition and development of the modern education system.

It is enough to look at formulation of research hypotheses, their contradiction with purposes, aims, content of the work represented by an applicant, lameness of its experimental base, illiterate use of sources to understand that many dissertations, passed through all examination steps and defended, took place only thanks to indifference of the members of Dissertation Councils.

Otherwise how can we explain applicants' weak understanding of an essence, sense of own scientific work that is reflected in formulations of the theoretical importance and scientific novelty of the work, i.e. in conceptual validity of the received conclusions, availability of research results. Novelty is often formulated as known truths or trivial results of research; the new (in a theory and methodology) which is created by an author is not emphasized. As a rule, the enumeration of the author's certain achievements, and the theoretical propositions presented out of a context, prevails in the theoretical importance.



Results of research are stingily described and are often represented by empty statements, without revealing of a substantial essence of an author's contribution to pedagogical and psychological sciences. This is the point where there is an absence of understanding of a problem, inability to reveal, show contradictions, difficulties at its solution, possibilities, theoretical value of the obtained new data. Thus in many works there prevails a repetition of already known propositions, but formulated in the new, borrowed from other sciences, or foreign lexicon terms introduced into own researches by a writer of a thesis without their adaptation when the new problems demanding further researches are not isolated or when the applicant makes a certain discovery of the well-known points and regularities. As a result there are no new ideas; antiquated positions are not disproved; there are no debatable conclusions. Thus, practically from an abstract to an abstract there is a cliché (I quote): "The reliability of the research basic propositions and conclusions is ensured by consistency of realization of the chosen methodological approaches, the logic of work scheme, correspondence between a complex of methods of research and research purposes and aims". Thus it is not specified wherein consistency and correspondence is expressed.

One wants to laugh, but not to cry (according to a known anecdote joke), at reading of scientific conclusions where they often enumerate well-known propositions. For example, one of applicants has established (and it is quite seriously presented by the author of dissertation) that the greatest psychophysiological tension of students is caused by tests and examinations. Well, how do you like this innovative revelation given axiomatically, without comparison with other stressful states?

Thus in a number of theses there is no data concerning what was received in the research result; there is no explanation of the declared propositions, their essence and functional load.

In some cases an applicant and also those who open doors into science before him/her perceive pedagogical science very simply, believing that it is enough to introduce some pedagogical terms into the text and the thesis on pedagogics is ready. Thus a certain problem which does not belong to this scientific area is quite often considered.

As an example I would like to cite E.V. Ustinova's thesis "Formation and development of hippopedagogical ideas in Russia and abroad", defended at the Moscow City Teachers' Training University, despite a negative review of such a significant lead agency as the Herzen State Teachers' Training University of Russia.

Substantiating the relevance of the research, the author notes the objective necessity of fuller identification of positive possibilities of interaction of the person and the nature, search of new means of the coordinated development of the person and the nature, considering it on a material of the pedagogical organization of interaction of a person and a horse. The text of the author's abstract and the thesis causes bewilderment, for all that the horse is a beautiful, clever animal which different breeds are bred for various purposes: labor, sports and even nourishing. The main plan of the author consists in substantiation of the essence of hippopedagogical ideas that



assumes (according to the applicant) the disclosure of “historical experience of development of the Russian and foreign education where emergence and development of hippopedagogical ideas is represented as a process in which the pedagogical component acts as a complex phenomenon of education; there are the all-pedagogical and specific features determined by an object of organization of pedagogical interaction (the horse) and cultural and historical tradition of its perception; they ensure the reasonability and productivity of introduction of the ideas promoting enrichment of the theory and practice of modern general, additional and correctional education.

There are questions. How does a pedagogical component (and the component of what: either of the process of development of ideas or pedagogical ideas themselves) act as a complex education phenomenon in development of hippopedagogical ideas? What is understood under the complex phenomenon of education? Why do they consider the pedagogical component of the idea as the complex phenomenon of education?

On what basis is it possible to distinguish a horse as an object of pedagogical interaction organization?

Can the process of appearance and development of ideas provide reasonability and efficiency of introduction of these ideas?

In the considered work it is declared that the author “grounds introduction of the concept “hippedagogical ideas” from the Greek “hippos” and the concept “pedagogics””: on the basis of the analysis of the terms used in various sports and therapeutic models of organization of interaction of the person and the horse these are both hippotherapy, and different types of riding. But it is well known that introduction of a new concept demands observance of certain logical operations whereas in the analyzed thesis its central concept “hippedagogical ideas” is entered arbitrarily and unsubstantially. Here there are the following hippopedagogical ideas, according to the applicant: riding training; influence of interaction with a horse on emotional and communicative spheres of the child’s personality; consideration of a horse (we should note, in the author’s edition it was consideration of a “horse”, instead of the “interaction organization”) as means of education.

In the contents of the thesis these ideas are revealed on example of riding training; training of specialists – instructors (trainers) of riding, reflecting either a hippotherapy area, that is correctional pedagogics, or an area of a technique of riding training, that is techniques of adaptive physical training, sports training which are independent scientific pedagogical disciplines. Thus the ideas presented by the applicant are a projection of known pedagogical ideas about the importance of organization of interaction of the child with the natural world (including with a horse) and do not contain any new pedagogical knowledge.

Consideration of the thesis of N.A. Burmistrova on the theme “Methodical system of training in mathematics of the future bachelors of the economy direction on the basis of the competence-based approach” impresses not less; it was defended in the Dissertation Council of the Siberian Federal University.



According to the classical works of pedagogical science the methodical system of training (MST) has to reflect the purposes, content structure, organizational forms and methods, teaching aids. For a doctoral research level all these five MST components have to possess novelty and theoretical, practical importance.

But the factors causing the necessity of renewal of all or some components of the MST, as well as the necessity of formation of the others, instead of the existing, are described neither in the text of chapters of the thesis, nor in results of research.

Statements of the author that "the requirements the Federal state educational standards of higher professional education (FSES of HPE) are defined as a prototype of the purpose of training as the MST system forming component" are trivial, obvious and can't lay claim to results of the doctoral research.

The fourth chapter, describing the concepts of monitoring, criteria of estimation of a level of formation of mathematical competence, falls beyond the thesis name and the work context; it is an artificial addition. It seems that as parts of the thesis the applicant presented certain texts, substantially poorly connected among themselves and not adequate to the name of the work.

There is no novelty in specification of the concept of mathematical competence among the future bachelor of the economy direction; in "replenishment of structural components of mathematical competence" there is also no novelty.

The propositions of the concept presented by the applicant do not influence formation of the MST components in any way, thereby, precluding from speaking about the theoretical importance of the MST, as the author formally lists the MST components, without revealing an essence from changes in the competence-based approach aspect.

Appropriateness of the carried out experiment raises doubts because each parameter is estimated after a 5-mark scale. Besides, the integrated estimation of a level of formation of mathematical competence is primitively calculated. This applicant had an educational consultant Professor V.A. Dalirgen, such a serious lead agency as the Peoples' Friendship University of Russia; official opponents were Professor A.Z. Zhafyarov, Professor S.I. Osipova and Professor E.K. Breitigam.

I will not tire you with further analysis of a great number of theses which poor quality is not an exception, to our great grief.

Dear colleagues, the quality and even number of publications of a considerable number of applicants start serious questions. One of them is connected with that a number of the future doctors of science have the list of publications, including in so-called "VAK journals" which majority is made by the points published only in own region of residence of a dissertation author. Thus the majority of points do not declare any new researcher's stand based on principle, being limited by a purely narrative text on the presented subject.

Here in the general list of applicants' publications there is a loophole through which not only a scientific degree, but also scientific activity is leveled. They often show us so-called monographs, with the volume of 3-4 printer's sheets, typed on the



home computer; the number of printed copies quite often have, excuse me, 100 and less printed copies. But not only the volume of a monograph and its number of printed copies causes worry; it is caused by misunderstanding of the specifics of this type of scientific edition. The monograph offered by the researcher, going to be defended, presuppose existence of the developed concept, substantiation of the author's scientific position, but not unification of a number of his/her different works, or statement of the obtained data in a volume.

The other loophole is defence before the Dissertation Councils of civil higher educational establishments of the works prepared in a system and on materials of the military personnel of the Ministry of Defence, the Interior Ministry, Federal Security Service, public procurator's office, the Ministry of Emergency Situations and other power ministries and departments. Thus, in the Pyatigorsk Linguistic University Krasilnikov A.Y. has defended the dissertation on the theme "Education of professional responsibility of personality" (on the example of customs officers). In the Derzhavin Tambov State University V.N. Khlamov has defended the dissertation on the theme "Organizational and pedagogical conditions of priority development of endurance at cadets – future specialists of land services of the Air Force of the Russian Federation".

Considering these works, the council of experts of VAK was convinced that these dissertation councils are not able to estimate the scientific and practical importance of the conducted researches properly, including to define their standard and legal validity, and a degree of privacy of the materials used in work.

I think in these cases it is clear that applicants of a scientific degree try to defend weak works in councils which do not know the specifics of activity of the relevant ministries and departments.

Not casually VAK has created 4 dissertation councils; two of them are in the city of Moscow on the basis of the Military University of the Ministry of Defence and the Moscow University of the Interior Ministry of Russia and two of them are in St. Petersburg on the basis of the Academy of the Ministry of Emergency Situations and the University of the Interior Ministry of Russia.

It is necessary to put an end to a vicious practice of admission to defence of theses which Dissertation Councils are not able to estimate at a proper level.

Dear colleagues, it's our own fault that in result of the defended pedagogical and psychological dissertation researches there are no new ideas, discoveries, denial of antiquated positions; such works are few and far between. Meanwhile, in modern conditions, new "time challenges", emergence of unpredictable non-standard situations, society waits for teachers' and psychologists' search of non-standard solutions of really arising problems, a breakthrough in understanding of new realities of education and development of the growing person by means of education.

Certainly, in the general stream of dissertation works there are also serious researches. But, despite really interesting and perspective researches on pedagogics and psychology, expansion of their theoretical and empirical base, increase of attention to experiment, the general decrease in a level of applicants' scientific activity causes



worry; they fix narrow scientific horizons and naive empiricism of many authors of dissertations, inability to develop a research subject consistently and systemically, preponderance of pointless theorizing, low level of identification of the performed work with approaches, traditions, existing in science, substitution of concepts for terms, isolation of research from science theory, and education practice.

How could our scientific, including expert community, which has made the created situation possible, allow this? Let's be truthful, roots are covered in irresponsibility of departments of higher educational establishments and laboratories of research institutes, their heads and reviewers; indifference of the academic councils stamping purposeless works and formalism, unscrupulousness of the dissertation councils which have refused, in fact, carrying out of scientific discussions, comparison of different opinions generating new ideas, opening new directions of research.

In 1983 I became an unwitting accomplice of a shame of the President of the Academy of Pedagogical Science of the USSR Mikhail Ivanovich Kondakov. In front of me he received a delegation of the Mongolian national republic, headed by the Minister of Education and Science of the friendly country. The Mongolian statesman stated many words of gratitude, however in the conclusion of conversation he declared that starting from the following year his country wouldn't send people to our postgraduate course any more, as (I reproduce his words precisely) they had a sufficient number of candidates of science, and now they needed serious training of scientific personnel. Therefore they entered into a contract with Poland and England. Such a loud slap in the face was quite grounded. We really took care of graduate students from Mongolia, Vietnam and some other countries in every possible way, consciously underestimating requirements, and as a result produced (pardon my slang) pseudoscientific personnel. I can't forget as once before the Academic Council of the Psychological Institute of our Academy there was a defence of the Candidate's dissertation of the graduate student from Vietnam. After an opening speech of the Vietnamese applicant the Presiding academician A.A. Smirnov, asked whether the council members have any questions. "I have three questions", stated a corresponding member Natalia Aleksandrovna Menchinskaya and began to look for pieces of paper which were handed to her by a scientific adviser of the Vietnamese. "Yes, I've found – my first question is..., the second question is..." Not having found a piece of paper with the third question, Professor said, "All right, please, answer these two questions".

"Dear Natalia Aleksandrovna", the applicant started his speech. "Let me answer your questions extempore (he carefully pronounced this difficult for his speech word) – on the 1st – so and so, on the 2nd – so and so, and on the 3rd – so and so". The laughter shook the audience – extempore the applicant answered the question that was not asked. Unfortunately, it is not ridiculous, but it is very sad. Especially today, when not Mongolian, but our heads state intention to send young people to postgraduate course of England and the USA, thereby not appreciating our system of training and certification of scientific personnel.



The alarming state which has developed with this major business is visibly reflected in many aspects of defences carried out nowadays. In particular, it is shown not only in questions to applicants prepared beforehand which are distributed among a council members of, but also in a formalized character of the conclusions presented to VAK where there are no essential characteristics of novelty, theoretical and practical importance of a dissertation work; there is a repetition of the text of an author's abstract and quite often presented by a pseudoscientific language.

Serious complaints are caused by the practice of appointment and work of the official opponents who quite often give a biased, distorted assessment of theses because their candidates are selected for reasons very far from scientific adherence to principles, according to Griboedov's immortal recipe, "How not to take care of a dear little man".

The same thing also concerns the lead agencies which, leaving "inconvenient remarks and questions", do not consider various sides of the thesis, including its arguable points.

It is time to speak about the responsibility of post-graduate students' scientific advisers, raising their personal responsibility and eliminating the institute of the scientific consultants "preparing" doctors of science.

Does a scientific worker, capable to solve a major scientific problem, to open a new direction in science need a nurse with baby's bibs and nappies – the technologically equipped descendant of Pushkin's Arina Rodionovna?

The presence of such scientific nurses generated, as it is well-known, by their aspiration to receive an academic title of professor and the Provision on doctoral studies, is nonsense, visible contradiction. For if the applicant needs an educational consultant, he/she did not yet grow to independent solution of a scientific problem and should not aspire to the highest academic degree of doctor of science, that is the master in own field of knowledge. My honourable friends, you know that in recent years there were many measures directed on improvement of the quality of theses. In particular, it was introduced the requirement of the publication of the main scientific results in the reviewed scientific journals and editions; it was defined the minimum of scientific publications for candidates for the doctoral degree, representing the results of own research in the form of scientific report; there are renewed passports of scientific specialties according to the changes caused by development of scientific knowledge and expansion of problem fields of the research search; the form of a conclusion of an agency on the basis of which a research was carried out is minutely regulated; the requirement of obligatory placement of the text of an author's abstract of dissertation in open access (the Internet network) is introduced; the procedure of carrying out of the meeting on defence of the thesis is clearly regulated; the practice of carrying out of open sittings of Dissertation Councils on protection of theses in online mode is formed. The certain measures increasing the efficiency of Dissertation Councils are taken. Thus, they introduced a new form of the report of a Council work in result of a calendar year; requirements to publications of members of Dissertation Councils are increased.



At the same time, in spite of efforts of VAK, actions of certain pseudo-scientific officials made such changes in Propositions on awarding of an academic degree which underestimate claims to doctoral degree and promote the uncontrolled receiving of the candidate's degree. For example, let's take such an incident – nowadays in case when a candidate's dissertation give rise to doubt, the Council of experts of VAK cannot call the applicant, his scientific adviser, the chairman of a Dissertation Council, but has to write the appeal against the Dissertation Council. Meanwhile, the appeal – as the Explanatory Dictionary of Russian explains – is a complaint to the supreme authority; it means to complain, look for someone's decisive opinion. And the Encyclopedia treats the appeal as “an appeal of any resolution in the supreme authority”. And we have that the supreme authority – VAK – makes a complaint against the Dissertation Council controlled by it. Everything is put upside down.

We know that the present management of VAK actively struggles for due order in the sphere of certification of scientific personnel, including by entering of necessary amendments in the relevant documents.

Among the undertaken measures it is necessary to designate the responsibility of the department graduating an applicant both for a research theme statement, and for the quality of work of a scientific adviser and for a thesis examination.

Among other documents of the applicant to the doctoral degree, it is essentially necessary to oblige Dissertation Councils to present to VAK, not only a work text, but also his published monographs and main scientific articles.

As a criterion of fixing of lead agencies it is important to define an obligatory existence of the recognized experts in the examined problem, reflecting it in the documents presented to VAK.

It's time to reconsider the list of reviewed journals, having forbidden them to take money for publication not only from graduate students, but also from applicants for doctoral degree. Thus, we believe that from a number of “VAK editions” it is necessary to remove the so-called scientific notes of higher educational establishments. Today the following thing occurs – the applicant performs a work, for example, in Blagoveshchensk, he/she is published only in scientific notes of the Blagoveshchensk higher educational establishment, his/her opponents are from Blagoveshchensk, the lead agency is also from Blagoveshchensk. This applicant is widely known in narrow circles of Blagoveshchensk or any other city (I do not want to offend Blagoveshchensk – beautiful Amur city with carved palisades). Here it is possible to name tens of other cities where there is the same “local” picture as a result of which completion the applicant gains the diploma of not local, but the All-Russian scale.

In this regard I would like to pay attention of our expert community to illiterate speculation connected with the fact that, you see in the west (the USA and Europe) an academic degree is awarded by the institutes of higher education. From here there is an aspiration of a number of our institutes of higher education to get such right. All right, but it is necessary to remember that such institutes of higher education give own, instead of the nationwide diplomas confirmed by the Higher Certifying Com-



mission of the country. And when in the developed countries there is a position to be filled through competitive selection, in the announcement it is accurately specified that they accept documents on award of an academic degree, given by such and such higher educational establishment (the others shouldn't worry about it). So if a person gained a doctor diploma in the middle of nowhere, he/she can work only there, without receiving, by the way, an additional payment for an academic degree.

My most esteemed colleagues, it is time to increase the responsibility of Dissertation Councils, scientific advisers, opponents and lead agencies, having established that in case of refusal of the recommended one doctor or two candidate works, they would lose the right to carry out the activity connected with certification of scientific personnel of the highest qualification for terms up to 5 years.

By the way, as a preventive measure I would suggest to hang out on the VAK site, having published in the bulletin of VAK, and also in the "Poisk" newspaper, the list of names of those scientific advisers and consultants, whose charges were not approved by VAK in the required academic degrees in 2011–2012. In my opinion, the same list of names is also demanded by those official opponents who gave positive responses on the theses rejected by VAK (both doctor's, and candidate's). The scientific community has the right to know those who promotes emergence of would-be scientific, pseudo-scientific creations, to know and promote their public "popularity".

It's time of urgent reduction of the number of dissertation councils, at simultaneous strengthening of their structure. For example, in the Herzen State Teachers' Training University of Russia or in the Moscow State Teachers' Training University there are tens of Dissertational Councils on teaching methodology – separately in mathematics, in biology, in history, in literature etc. It is possible and necessary to unite them, having closed ranks of serious specialists on teaching methodology.

The necessity of reconsideration of a role of Dissertation Council in certification of scientific personnel is ripe. My most esteemed colleagues, it is necessary to return to it the status of the scientific structure which is responsible for this major business.

The applicant mounting the platform of the Dissertation Council is to prove, defend his/her position in science. And we give him/her 10–15 minutes, shoving him/her (forgive my slang) the questions helping him to elucidate a subject of work, but not disclosing his/her personal position in science. And after all we certify not the work, not the way the applicant knows this work, but the person who defends, proves the right to a certain place in science.

It has to define the logic of discussion of the applicant's work in the Dissertation Council, including the content of the questions and performances in free discussion. I speak about it because the analysis of the asked questions and the course of discussions allows to distinguish aspects which reduce the quality of scientific discussion of the results received by the author of dissertation. First, as you know, often the questions are formal "giving a hint" about a necessary answer, for example, "How do you define the concept ...?", or "How many pupils participated in experiment?", "What were nationalities of the schoolchildren who participated in it?" But very seldom they



ask the questions on how the research problem was defined, what was the basis for formulation of the hypothesis.

Practically there are no questions concerning development of scientific knowledge which is recorded in the concepts chosen by the author as a theoretical basis of research.

In free discussion in speeches of the council members it is not always possible to hear reasonable judgments about the content of the defended dissertation research. Instead of these they hear verbose reasonings remotely relating to a considered problem, or they speak about own conducted researches.

Dear colleagues, it's time for real increase of responsibility of Dissertation Councils by introduction of personal responsibility not only of a council chairman and scientific secretary for the quality of the thesis examination, but also of all members of a council. At carrying out the competitive procedures on election to a professorship it is necessary to consider the work of the applicant for this position as a member of Dissertation Council that will promote increase of importance and prestigousness of this activity in professional community.

All of us, dear colleagues, should unite to create, at last, the conditions intolerant of pseudo-scientific activity in the scientific environment, without allowing profanation, fighting for the scientist's honor. It is not a question of mistrust to the army of candidates for a degree, but it is a question of raising of the bar of our requirements on an essentially new level. And it concerns the whole expert community. Certainly, the work of opponents, members of Dissertation Councils and the Council of experts of VAK is connected with serious loads. At the same time it is an exclusively honourable work because we are responsible not only for that is already made in the conducted researches, but in our hands there is the future of science, possibilities of formation of the new scientific base.

Therefore nobody can humble science, offend scientific community by that someone has found it possible to treat the thesis defence as an access moment necessary only for strengthening of ambitions or receiving of certain benefits. After all the vast majority of the Russian scientists came to defence of the theses and, thanks God, still comes as established scientists who scrupulously relate to own professional activity. It has nice traditions, and our duty is to protect and increase them.

Thanks for attention!



**Achina A.V., Sinchenko T.Yu.**

## The study of the success criteria of psychodiagnostic problem solving by practical psychologists and psychology students

*The comparative analysis of success in solving psychodiagnostic problems by practical psychologists and psychology students was carried out in this article. The success criteria and markers of psychodiagnostic activity components are distinguished. The psychodiagnostic process strengths made by practical psychologists are described. The skills of semiotic, logic, technical and deontological components of the psychodiagnostic activity among psychology students are estimated. The further ways of research are traced.*

**Keywords:** *psychodiagnostic activity, success criteria, structure of psychodiagnostic activity, components of psychodiagnostic activity, psychodiagnostic problem solving, learning process of psychology students, experimental program.*

The analysis of the works dealing with professional and personal development of students showed that in the structure of intellectual abilities psychology students are characterized by the dominance of the visual components over verbal, the average level of thinking operations: generalization, classification, drawing parallels and anticipation abilities, that can cause problems in psychodiagnostic problem solving.

We can often hear critical statements about insufficient levels of the educational process at high school institutions. Besides, some researchers attract the attention to the problem of insufficient levels of psychology students' readiness to psychodiagnostic activity: lack of some stages of diagnostics, difficulties in analysis of study results and data interpretation, insufficient psychometric grounding, break of psychodiagnosics ethical norms. We would like to underline, that psychodiagnostic activity is an integral part of any process of psychological consulting; it means that it is directly connected with the psychologists' practical activity, and, then, it is necessary to achieve an adequate level of psychology students' training.

In learning conditions the solution of the problems taken from real psychological practice is an adequate model of studying psychodiagnostic problems. In our research we tried to compare the characteristics of the success of problem solution by practical psychologists and psychology students, to find out strengths of practical psychologists, to find strengths and weaknesses of psychology students, and also the directions which require attention and additional examination.

As it was underlined more than once, psychodiagnostic activity is a mental process which can not be reflected. More and more researchers point to a problem method as



the most adequate method of the psychodiagnostic process research. That's why in our research we also had used this method to evaluate the level of the development of psychodiagnostic activity components and particularities psychodiagnostic problem solution by people with different types of the intellect.

The respondents were suggested to solve six diagnostic problems, referring to different spheres of psychological consulting (age, pedagogical, individual, and professional). The problems are represented as the clients' enquiries. The solution of the problems was analyzed according to a number of the parameters, suggested in the studies carried out by A.F. Anufrieva, I.V. Dubrovina, O.P. Bussarova and S.N. Kostromina. In our research we used the following parameters:

- 1) success in psychodiagnostic problem solving;
- 2) number of the diagnostic processes stages;
- 3) consequence of the diagnostic process stages;
- 4) number of preliminary hypotheses;
- 5) correspondence between hypotheses and symptoms;
- 6) number of methods;
- 7) adequacy of methods;
- 8) feedback.

The above mentioned parameters allow to assess the level of the development of the psychodiagnostic activity different components: a logic component is represented by the criteria of number and consequence of stages of the diagnostic research, and the number and adequacy of the suggested hypotheses; a semiotic component – by the criteria of correspondence between hypotheses and symptoms and adequacy of methods; technical component is estimated by the number of the offered methods and their adequacy; a deontological component is represented by feedback.

The process of problem solving and the psychological diagnosis itself were described freely, and it gave us one more opportunity to make the **content-analysis of the responses**. As a result we found out seven categories, which were fixed in the respondents' answers:

- 1) search for a problem/disturbances;
- 2) search for resources;
- 3) search for solution;
- 4) questions to the client;
- 5) clients' support;
- 6) neutral description;
- 7) "unprofessional judgments".

We would like to submit the comparative analysis of the success rate of psychodiagnostic problem solving by psychology students and practical psychologists.

As the respondents had to solve 6 diagnostic problems, each of them was estimated according to 8 parameters and 7 categories of the content-analysis; when we applied statistical methods, we used arithmetic mean values for each respondent.



Let's compare the whole of average indices according to all parameters of psychodiagnostic problem solving in the subgroups of psychology students and working psychologists (table 1).

Table 1

**Average indices of solving psycho diagnostic problems**

Criteria of assessment	The average score	
	psychologists	students
Success	1,58	0,92
Number of stages	1,98	2,67
Consequence of stages	0,42	0,27
Number of hypotheses	2,31	1,39
Adequacy of hypotheses	0,90	0,58
Number of methods	0,35	1,07
Adequacy of methods	0,42	0,79
Feedback	0,35	0,55

As we can see from the table, the average index of success in problem solving among psychologists is extremely higher, than among students ( $\alpha \leq 0,001$ ).

Correspondingly, the individual success rate in the subgroups of students and psychologists differ. In whole, the respondents solved 1044 problems: practical psychologists made 576 solutions (96 men – 6 problems), psychology students – 1512 (252 men – 6 problems). Practical psychologists solved 384 problems correctly (66,7 %), 144 problems (25 %) were partially correct, 48 diagnostic problems were completely incorrect, that makes up 8,3 % of all problems solved in this subgroup.

In the subgroups of students 372 problems (24,6 %) were solved correctly, 648 problems (42,9 %) were partially correct, there was no correct solution in 492 problems (32,5 %). As one can see, the percentage of the problems correctly solved by psychologists almost three times exceeds the same index among psychology students.

The quantity of the diagnostic process stages in a problem solution description on the average is greater than among psychologists. Only 108 solved problems of practical psychologists (18,7 %) have more than two stages, and in the rest of 468 cases (81,3 % of the solved problems) – the description of problem solving includes 1–2 stages; it means they use the diagnostic activity shortened scheme. 41,3 % of students' diagnostic problems were fulfilled in 3–6 stages, and the rest of 58,7 % were made through 1–2 stages.

On the whole while analyzing the results we were guided by the psychodiagnostic process general scheme, consisting of 6 stages: history taking (HT) – preliminary hypotheses advancement (H) – choice of methods (M) – the received data analysis (DA) – psychological diagnosis (D) – client feedback (CF). The qualitative analysis of



diagnostic problem solution descriptions showed that, in the process of diagnostic problem solution the respondents implemented the following stage schemes. Single schemes: HT; H; D; CF. Compressed schemes (2 stages): HT –D; H–M; H–D; M–D. Reduced schemes (3 stages): HT –H–D; H–D–CF; HT–M– CF; M–D– CF; H–DA– CF. Schemes with the missing stage: HT–H–M–D–CF; H–M–D–DA– CF; HT–M–D–DA– CF; HT–H–DA–D– CF; HT–H–M–DA– CF; HT–H–M–DA–D.

The frequency of each diagnostic stage isn't similar (table 2).

Table 2

**The frequency of diagnostic stages in the solved problems**

Stages of diagnostics	psychologists		students	
	frequency	%	frequency	%
History taking (HT)	114	19,8	552	36,5
Hypotheses (H)	310	53,8	984	65
Methods (M)	120	20,8	816	54
Data analysis (DA)	68	11,8	232	15,3
Diagnosis (D)	488	84,7	1158	76,6
Feedback (F)	180	31,3	756	50

From the table it is clear, that in the subgroups of psychology students all stages of the diagnostic process are found more often, apart from the “diagnosis” stage which can be found in the psychologists’ decisions. We think that such stages as “history taking”, “methods” and “feedback” in students’ problem solutions almost twice exceed the same index among the psychologists. Obviously, while solving psychodiagnostic problems psychology students emphasize search for information and feedback giving, however psychologists concentrate on the exact psychological diagnosis.

Besides we can construct the hierarchy of different stages of diagnostics in the description of problem solving for each subgroup. The stage of psychological diagnosing is at the first place for practical psychologists; then there is the stage of advancement of preliminary hypotheses, the stage of recommendations and feedback, the stage of diagnostic methods, and at the last place we can find the stage of history taking and the diagnostic information analysis.

Very often, there is the stage of psychological diagnosing in the descriptions of psychology students; as psychologists at the second place they have the stage of advancement of preliminary hypotheses, the stage of diagnostic methods, the stage of recommendations and feedback; at the last place they have the stage of history taking and the diagnostic information analysis. Therefore, it is possible to say, that the frequency of different stages of the psychodiagnostic processes in the subgroups of students and psychologists do not distinguish practically. The only significant difference is that psychology students pay more attention to the stage of diagnostic methods, as it was mentioned above.



**The consequence of the diagnostic process stages.** The average mean shows that the working psychologists more often observe the consequence of stages, than the students. In the subgroups of students 27 % of all solved problems were completed consecutively, 73 % of the diagnostic problems were made with irregularities of the stage consequence. The correlation analysis showed that, the consequence of the stages of the diagnostic process among psychology students is not connected with the success rate of problem solution.

In the subgroup of practical psychologists the consequence of stages was observed in 41,7 % of cases, in other problems the consequence of stages of the diagnostic process is broken; it comes to 58,3 % of all problems fulfilled by psychologists. It is interesting that among the psychologists the stage consequence parameter is considerably positively correlated with the integral index of success in diagnostic problem solution; we can come to the conclusion that in difference with the sample of students, the observation of the consequence of the diagnostic process stages is in direct proportion with the success rate of this process – the more they observe the consequence of stages, the higher the success rate of problem solution is.

Concerning **the number of preliminary hypotheses**, put forward in the process of diagnostic solution, the practical psychologists had from 1 to 6 hypotheses, and students from 2 to 5.

**Correspondence between hypotheses and symptoms.** We didn't take into considerations the completeness of the psychological diagnosis (when there exist several possible versions of problem solution, any of correct decisions is successful), because we were mainly interested in correlations of the criteria of correspondence between hypotheses and intellectual styles, which will be considered in the following articles.

The average mean of correspondence among the working psychologists is higher than among psychology students. Between the parameter of the hypotheses correspondence and the general success rate of problem solution there is a strong positive correlation in the sample of students as well as in the sample of psychologists, that is quite regular and predicted – inadequate hypotheses can not lead towards an adequate diagnosis.

All the inadequate hypotheses put forward by the respondents in the process of problem solution, can be divided into the three thematic groups:

- *substitution of hypotheses for unprofessional everyday judgments*: as hypotheses they advance such statements, as “bad up-brining”, “bad character”, “bad will”, or they advance hypotheses-accusations “mother has only herself to blame”, “she (a client) treats men badly”, “it was a client who spoils the relations (he was rude to the colleagues, reported to the authorities)”. Let us note, in the solutions of the diagnostic problems among practical psychologists the category of inadequate hypotheses do not exist at all, among psychology students, on the contrary, it is quite widespread (we found 562 similar pseudo-hypothesis in the students' responses). This category is the most numerous and form 67 % of all inadequate hypotheses;
- *rigid hypotheses*: we put here the cases when almost all hypotheses of a respondent (in solution of six problems) are reduced to the idea of the deep psycho-



logical trauma or age crisis. In some diagnostic problems these hypotheses are adequate; however they are cited by the respondents in other problems. This category was found in 60 problems made by psychologists and 90 problems made by students and it comes to 18 % from the total number of the hypotheses, inadequate to the symptoms;

–*substitution of hypothesis for the problem*: the respondents paraphrase the problem as a hypothesis. For example: “the boy has problems with progress in studies/cognitive sphere/emotional and will sphere”, “he has difficulties in the interpersonal sphere”, “he has no interest to work” and etc. This category is rarely found; it is only fixed in responses of psychology students – and it comes to 15 % of all inadequate hypotheses.

**The number of methods**, suggested for checking up the hypotheses, among the psychologists didn't exceed 2, and among the students it varied from 0 to 3, on the average, among the students the number of the suggested methods of psychodiagnostics is higher than among the psychologists. In those cases when the methods were not suggested, the solution of diagnostic problems lacked several diagnostic stages, which were studied above. The correlation analysis showed, that for the psychologist the criteria of the suggested methods is positively correlated with all the other parameters in diagnostic problem solving, and students – with the index of the average success rate of solutions, quantity and consequence of stages. On the whole, we can say, that the methodical instruments are important factors of a professional problem successful solution, but only when it corresponds to the problem.

**The adequacy of methods**. The data analysis showed, that the practical psychologists in the descriptions of diagnostic problem solution do not mention diagnostic methods or mention adequate methods in the considerable quantity, that speaks about the high level of the development of the technical component of the psychodiagnostics among the specialists who took part in the research.

**The correlation analysis** (using the sample of working psychologists) revealed the well-expressed positive correlations between the parameter of the method adequacy and all other criteria of estimation of psychodiagnostic problem solution. The higher the adequacy of hypotheses is, the higher it is the percent of successfully solved problems, the number of hypotheses, consistently constructed stages and etc. The adequacy of the students' hypotheses is positively correlated with the number of stages and the consequence of stages of the diagnostic problem and with the general success rate. The index of the quantity of the hypotheses is negatively correlated; it means that the more hypotheses are, the lower the adequacy of the suggested methodic instruments is; it indicates the low level of the development of the technical component of the psychodiagnostic activity among psychology students.

**Feedback** – we took into considerations the recommendations given to the client. According to these criteria the average grade is similar among students and practical psychologists. It may be argued, that by the number of the recommendations to the clients, the indices of students and psychologists greatly differ.



We also found out, that the number and the quality of the recommendations made by psychologists are directly proportional to the quantity and adequacy of the methodic instruments, as for the students – to the number and adequacy of preliminary hypotheses. It is possible to suppose that the working psychologists are inclined to give feedback with orientation to information received in psychodiagnostic research, and students – proceeding from the problem causes and disturbances. The adequacy of feedback is directly connected with the success rate in problem-based assignments; the higher the success rate is, the better the qualitative feedback is; it is quite logic and doesn't require further explanations.

The respondents fixed the problem-based method and the psychological diagnosis itself in the free way, which gave us additional possibility for carrying out the content analysis of the responses. As a result, we have distinguished seven categories which were found in respondents' answers:

- 1) search for a problem/disturbances – questions, judgments, methods, statements, which are designed to disclose the clients' accompanying disorders and problems in all spheres of life activity are markers of this category;
- 2) search for resources – questions, reasoning, methods, statements, directed to discover clients' positive aspects of life, interests, inclinations, aims, resourceful environment, which can become a support in the process of problem solving;
- 3) search for resources – number of suggestions of possible ways out and solutions of a problem situation;
- 4) questions to clients – number of questions, addressed immediately to the subject, figuring in a psychodiagnostic task;
- 5) clients' support – statements and reasoning, directed towards client's psychological support;
- 6) neutral description – enumeration of the facts, titles of the methods and other descriptions, not related to any of the categories;
- 7) "unprofessional judgments" – accusations, everyday advices, blaming words and other statements, which are against ethic norms and rules of psychodiagnostic and practical psychology.

In each psychodiagnostic task we counted a number of markers of these categories; then the average mean was found for each category and for each respondent. The average means were used in correlation analysis and other statistic calculations. The average means of problem solving among psychologists and psychology students are represented in table 3.

As the table shows, in the process of solving psychodiagnostic problems practical psychologists resort to "search for resources", "search for decisions" and "clients' support" more often than psychology students. Students resort to "search for a problem/disturbances", "neutral descriptions", "questions to clients" and the category of "unprofessional judgments", which is not found in the psychologists' responses at all.

Therefore, in the process of psychodiagnostic problems solving, the practical psychologists are concentrated on the search for resources in a client's life and possible



ways out of a situation (not on description of a problem) and do not break ethical rules that speaks about the high level of the development of the deontological component of psychodiagnostics. It means that the experience of work with a client allowed them to make diagnostic problems more efficiently and laconically. While working over the challenge the psychology students are mostly oriented towards the detailed description of a problem and accompanying disorders, concentrate on the diagnosis instead of a client and often deny ethic norms of professional psychologists; it speaks about insufficient level of the development of the deontological component in psychological activity.

Table 3

**The average frequency of categories**

<b>category</b>	<b>psychologists</b>	<b>students</b>
Search for a problem	1,96	<b>3,32</b>
Search for resources	<b>1,38</b>	0,47
Search for solutions	<b>1,08</b>	0,89
Neutral descriptions	1,17	<b>1,83</b>
Clients' support	<b>0,38</b>	0,25
Questions to a client	0,98	<b>2,87</b>
Unprofessional judgments	0,00	<b>0,68</b>

The criteria, described above, allow us to evaluate the level of the development of different components of the psychodiagnostic activity. A *gnosiological component* demonstrates itself through the criteria of quantity and consequence of stages of the diagnostic research, and the number and adequacy of the suggested hypotheses; a *semiotic component* – through the criteria of correspondence between hypotheses and symptoms and adequacy of methods; a *technical component* is assessed by the number of the suggested methods and their adequacy; a *deontological component* is represented by the criterion of feedback and clients' support, and also by the index of unprofessional statements.

Each of the parameters of the estimate of efficiency of psychodiagnostic problems was related to one of components of psychodiagnostic activity. The *gnosiological component* is represented by a number of stages, consequence of stages, number of hypotheses, the search for problems category, search for problem solution, search for solutions. The *semiotic component* of the psychodiagnostic activity is reflected in the adequacy of preliminary hypotheses and the suggested diagnostic methods. The *technical component* is reflected in parameters of the number and adequacy of diagnostic methods, and the types of questions asked to the client. The *deontological component* of the psychodiagnostic activity shows itself in the quality of feedback, and also in the type of the support given to a client in the process of psychodiagnostics..



From the results of our research it follows that the practical psychologists' integral success rate in solving psychodiagnostic problems positively correlates with components of psychodiagnostic activity (through the parameters of solving problems).

The integral index of psychology students' success in solving problems positively correlates with the majority of parameters which represent the components of the psychodiagnostic activity, apart from the category "questions to clients" and "clients' support" (negative correlation). Such situation can be explained by the facts, which are fixed in the students' responses to the client and attempts to give support in many cases which are not professional and prevent from the successful solution of the psychodiagnostic problem. We didn't note such mistakes among practical psychologists.

Thus, the analysis of the efficiency of solving psychodiagnostic problems enables us to make the following conclusions:

- the average index of success in solving practical problems among psychologists is much higher than students' one. In general the percentage of the correctly solved problems by practical psychologists almost three times exceed the same index among psychology students;
- the number of stages of the diagnostic process in the description of problem solution is higher among students than among psychologists. Each stage of diagnostics is used unequally: in the subgroups of psychology students all stages of the diagnostic process appear apart from the "diagnosis" stage, which one can find in the psychologist's solutions. We should also underline, that the frequency of such stages, as "history taking", "methods" and "feedback" in students' solutions twice exceed the same index among psychologists. Therefore, in the process of solving the psychodiagnostic problems, psychology students emphasize information and give feedback, and psychologists concentrate on finding an exact psychological diagnosis;
- among practical psychologists the number of preliminary hypotheses, put forward in the process of diagnostic decision is much higher than among students; the more the number of preliminary hypotheses is, the higher the possibility of the diagnostic problem correct solution finding is;
- while the process of psychodiagnostic problem solving, practical psychologists are more concentrated on a clients' resources and possibilities of ways out of a situation (but not the description of this problem); they do not violate ethical principles, that speaks about the high level of the development of the deontological component in psychodiagnostics. We suppose that the experience of immediate work with the client enables us to solve diagnostic problems more efficiently and quickly. Psychology students are mostly oriented towards finding out details and attendant disorders, concentrate on the diagnosis, but not on the client and often ignore ethic norms of professional psychologists; it indicates to the need of the efficient development of deontological component of the psychodiagnostic activity;



–among practical psychologists the average mean of correspondence between hypotheses and symptoms is higher than among psychology students. All inadequate hypotheses, put forward by the respondents in the process of problem solving, can be divided into three thematic groups: 1) substitution of hypotheses for unprofessional everyday judgments; 2) rigid hypotheses; 3) substitution of hypotheses for a problem.

–while solving psychodiagnostic problems practical psychologists turn to the category “search for resources”, “search for decisions” and “clients’ support” more often than psychology students. The students refer to “search for a problem/disturbances”, “neutral descriptions”, “questions to clients” and the category “unprofessional judgments”, which were not discovered in the psychologists’ answers at all.

All received data were analyzed; we have found problematic zones in the forming process of the psychodiagnostic activity components of psychology students; particularly, we tried to take into account insufficient conditions of forming deontological components while studying at the institute of higher education. Taking into consideration the results of our research, we elaborated the experimental program with a view to form the components of the psychodiagnostic activity among psychology students while studying at the institute of higher education. The program approval was carried out from 2009 to 2011 at the psychological faculty of the Southern Russian Humanitarian Institute, as well as at the psychological faculties in Shakhty, Astrakhan, Stavropol.

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Scherbakova T.N., Malkarova R.Kh.

## The communicative resource as an acmeological factor of the educator's professional development

*The article examines the communicative resource as an acmeological factor of the educator's professional development. It presents the results of empirical research of expressiveness of components of the educator's communicative resource: empathy, readiness for cooperation, communicative self-control, communication style. It describes projections of the communicative resource in professional pedagogical activity.*

**Keywords:** *communicative resource, educator, professional activity, acmeological development, pedagogical interaction, communication models, cooperation, social trust, empathy, communicative self-control, communication style.*

Modern innovative educational space needs teachers of a new type with wide resource possibilities, high level of psychological readiness for subject immersion into innovative transformations. The problem of creation of effective system programs of diagnostics, development and correction of communicative competence as an internal determinant of the success of pedagogical activity is actualized in this context. It is connected with specifics of pedagogical activity where a communicative side is a basis and means of goal achievement [2]. The problem of increase of the educator's resourceness, his/her motivation and ability to achieve a professional acme becomes more urgent in modern conditions.

The purpose of the present research was studying of features of the communicative resource as an acmeological factor of the educator's professional development. The communicative resource of the educator as an acmeological factor of his/her professional development was the research subject. The complex of the methods, that allowed to realize the research purpose and aims was used: theoretical analysis of scientific literature, modeling; empirical methods: questioning, testing, method of expert evaluations; content analysis; statistical methods: methods of mathematical treatment of primary data (correlation analysis, factor analysis, ranking, scaling). A number of psychodiagnostic techniques were used: "The research of a subjective control level (SCL)" (J. Rotter), "Educators' ability to empathy" (A. Mekhrabien, N. Epstein), "Estimation of communicative control in communication" (M. Snyder), "Diagnostics of social and communicative competence (SCC)" (D.Ya. Raigorodsky), "Behavior strategy in a conflict" (K. Thomas), "What is your communication style?" (S.A. Shein), "Diagnostics of a level of pedagogical cooperation in the process of training" (T.V. Morozova), "Scale of interpersonal trust" (J. B. Rotter), "Estimation of self-trust" (T.P. Skripkina); a questionnaire, projective mini-composition, statistical data processing, substantial interpretation of results.

The model of the empirical studying program was realized on the basis of schools of Nalchik and the "Rostov Institute of Professional Development and Professional Re-



training of Educationalists" within five years (from 2007 to 2012). As a research result we present a complex analysis of the concepts developed in psychology to present and the directions of studying of the content of mechanisms and determinants of the communicative resource of the person as a special psychological phenomenon. It is shown that the educator's communicative resource makes a significant component of his/her professional activity and further development. The system of the educator's communicative resources as an acmeological mode of his/her professional growth is structurally presented and described for the first time. The theoretical model reflecting the content, structure and determination of development of communicative resources is constructed. The typified psychological portraits of educators with high and low level of development of communicative competence and resource possibilities are made on the basis of empirical results. The components of the educator's communicative resource, possibilities and risks of his/her professional development in this direction are revealed and systematized, qualitatively and quantitatively described. It is shown that the communicative resource exert influence on acmeological development of the educator as a subject of professional activity. On the basis of the developed model and results of empirical research we offer a development program of the educator's communicative resources, including the following blocks: axiological, diagnostic, motivational, developing, control and consultative, reflexive, prognostic. Results, conclusions and generalization of the conducted research can find application in the work of psychological service of education, in the work of acmeological service and consulting support of the educator's professional growth. In result of the conducted research it is proved that the communicative resource of the teacher is a complex hierarchic system of specific psychological constructs and it includes the following components: value and sense, motivational, communicative competence, individual and personal and also conative. Their expressiveness has individual specifics; a level of development of communicative resources is determined by a system of different levels of factors of a macrosocial, microsocial and subjective kind.

The communicative resource of the educator is an acmeological factor of his/her professional development that is defined by a place and value of the subject's communicative resources in pedagogical activity, their influence on his/her efficiency and success, by a role of communicative competence as a pivotal component of the educator's professionalism providing sense identity, suitability and adequacy of the realized models of activity to its purpose. The individual system of communicative resources of the educator is projected in pedagogical interaction: in translation of constructive models of communication, competent use of positive experience, expansion of information resources, productive cooperation, creation of situations of comfort and success, integration of the substantial and technological aspects of pedagogical interaction.

The findings of the empirical study of a level of pedagogical cooperation with the pupil in the process of education showed that 82% of educators are characterized by a moderate relation to pedagogical cooperation with pupils at the lesson; 16% are



supporters of pedagogical cooperation. Negative attitude to cooperation as to a priority form of organization of joint activity with pupils was shown by 2%. It is obvious that such results are caused by on the one hand, the fact that cooperation runs through all educational technologies today, and on the other, that the instrumental aspect of its realization is mastered insufficiently.

Intensive introduction of active training methods, project activity demands educators' acceptance of an idea of cooperation, at the same time they experience a number of difficulties of the practical kind caused by insufficient level of methodical, psychological and communicative competence. Thus, there is a probability of risks of substitution of cooperation for its declarations or its implementation at a superficial level.

Among personal characteristics of communicative resources empathy occupies a special place since feeling-into allows deeper understanding and acceptance of the pupil as a partner in the context of activity [1].

The statistical analysis of findings showed that educators have average (71%), high (23%) and low (6%) levels of ability to empathy, but very high level of ability to empathy is absent. At the same time findings show existence of a vector of development of professionalism of teachers, form a request for empathy development as a resource quality. It can be one of directions of the developing program implementation.

A high level of development of empathy provides depth of a social and perceptual perception, more adequate interpretation of social masks, avoidance of stereotypes, facilitates decoding of nonverbal signals that, undoubtedly, promotes expansion of the communicative resource and transfers pedagogical interaction to another level. The received empirical picture reflects two tendencies of professional activity: the first is connected with the fact that the pedagogical profession has a pronounced emotional and interactive component and feeling-into is a professionally significant quality. The other tendency is connected with conscious, protective blocking of empathy owing to value and sense divergences of sense barriers in a dyad "the teacher – the pupil", the educator's inadequate psychological portrait of the modern pupil. This fact can speak about existence of the effect of emotional burnout including psychological protection.

The analysis of distribution of empathy expressiveness among educators concerning various objects is of interest. As the empirical data show the highest rates of empathy manifestation are in relations with parents (11,98 %) and with seniors (9,36 %), as for children, expressiveness of empathy towards them is lower (8,6 %) and is practically at the same level with empathy towards heroes of works of art (quasipersonalities – 8,2 % and strangers – 8,5 %). The received results and the marked tendency can provoke the risk of inadequate social and perceptual perception of the pupil "as a stranger" and increase in a psychological distance, effect of distancing – "relation as to a quasipersonality". From here there is a problem of development of empathy within a system of actions for expansion of communicative resources.

The internal-external expressiveness in the field of interpersonal relations sets certain coordinates of development of the educator's communicative resource, re-



flecting his/her ideas of locus of control and attribution of responsibility for failure and achievements in this area. The expressiveness of general internality – externality exerts a direct influence on a character, dynamics and productivity of acmeological growth of the subject of activity. Diagnostic findings are of interest in this context. More than a half of respondents (56 %) have the expressed general externality, 44 % show internality. At the same time, the other picture is shown in the sphere of interpersonal relations: 68 % of respondents consider that they control their character and quality by themselves, 32 % give a priority to an external locus of control. The analysis of data shows existence of an interesting tendency: at a general average externality, respondents show internality in the field of achievements – 53,7 %, in family relations – 60,0 %, in the sphere of productive relations – 57,3 % and health – 70 %. At the same time in the field of failures it is clearly expressed externality in attribution of responsibility for failures and control over a situation.

Thus, in this sphere there is a certain contradiction which is connected with risk of a reflexive mistake – underestimation of value of own activity in organization of productive growth, development of communicative resources. In this regard harmonization of a system of subjective control of educators can become one of the perspective directions of the communicative resource development program.

Communicative self-control in communication enters a personal construct of communicative resources; by means of that it is possible to regulate emotional conditions, corresponding expressional manifestations, intensity of speech activity, dynamics of psychological roles in the process of interaction. Deficiency of communicative self-control produces restrictions in creation of productive interaction in complex pedagogical situations, thereby reducing the success of activity as a whole. Thus, the target group of development of resource opportunities in this direction was designated. The analysis of the results of diagnostics showed that among educators there prevail average (53,9 %) and high (32,7 %) levels of communicative control in communication. Therefore, these educators can effectively operate the emotional condition, react to change of a situation in a mobile way and are capable to adapt flexibly in it. A low level of communicative control is revealed among 13,4 % of educators. Effectiveness of the educator's communicative resource is obviously shown in a conflict resolution strategy. According to testing 34,3 % of teachers prefer adaptation as a way of pedagogical conflict solution. 11,7 % of respondents prefer avoiding as a way of settlement of conflicts; 20,5 % – cooperation; 8 % – rivalry and 13,5 % – a compromise.

Adjustment as a model of behavior and the chosen priority strategy can serve as an indicator of uncertainty in self-efficiency as a subject of interaction, speak about insufficiency of variety and width of the communicative resource for correction of interaction or creation of cooperation. At the same time an individual style of pedagogical communication acts as a significant component of a conative level in a structure of communicative resources, and its character – as an integrated indicator of competence. Constructive individual styles of communication correlate with the success of pedagogical activity. The analysis of empirical findings on this parameter



showed that 51,9 % of teachers adhere to a democratic style of communication, being characterized by an ability to cooperation, establishment of partner relations, ability to accept a pupil's position, to consider an opinion of pupils and colleagues, trust in people around, rational demands and individual approach; 17,9 % prefer a "laissez faire" style of communication; they are distinguished by excessive sensitivity to influence from people around, anxiety, inconstancy, aspiration to avoid conflict situations; an authoritative style of communication is peculiar to 16,1 % that is connected with aspiration to solve all problems independently, relying on self-efficiency and personal experience, with rigid formatting of situations of communication; the authoritative style can arise owing to personal communicative resources. Among the factors determining aspiration to expand own communicative resources, there are named, first of all, such as: "desire to understand difficult pedagogical situations", "interest", "personal problems", "communication with a difficult child or group", "need to work creatively", "desire to grow professionally and personally".

The conducted research has revealed groups of risks of a communicative, social and perceptual, interactive character as a result of insufficient communicative resources; their typification can become a basis for development of developing and modeling programs directed on improvement of communicative readiness of the educator to construction of the developing positive and safe environment of professional communication.

Thus, there is a request for scientific and methodical programs of the educator, systemically representing techniques of solution of psychological problems which are typically arising in pedagogical activity; communication harmonization; expansion and intensification of a psychological cycle of educational programs of additional professional education; creation of a network of basic educational institutions and internship platforms focused on increase of communicative competence as conditions of pedagogical development of the educator.

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PEDAGOGICS AND  
EDUCATION PSYCHOLOGY

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**Abakumova I.V., Kagermazova L.T., Savin V.A.**

**Dialogue of cultures as a sense-technology  
of forming of attitudes of tolerant consciousness  
and behaviour of university students**

*The opportunities of use of achievements of the new psychological-pedagogical area of "Sense pedagogics" in the real practice of forming of attitudes of tolerant consciousness of students are considered in the paper. In this context tolerance is analyzed as a component of sense-value sphere of a developing personality that enables to analyze its dynamic features, to consider it as a component of sense regulation and self-regulation of the person. The context of the last two concepts makes the crossing of concepts of life-sense strategies and psychology of tolerance especially urgent field of knowledge. Dialogue of cultures as a way of knowledge and respect for others, as a way to mutual spiritual enrichment and, the main thing, as a sense-technology of forming of tolerant behaviour of students is to promote the improvement of ideals and practice of tolerance.*

**Keywords:** *sense pedagogics, sense-creation, sense-value sphere of a person, sense-value attitudes, technologies of sense translation, ethnocultural competence, dialogue of cultures.*

The modern humanistic educational paradigm states a problem of disclosing of meaning of a person's being in the world through understanding of character and ways of his/her interaction in surrounding environment. Modern tendencies of the society development are mixing of national cultures, multilingualism, religious pluralism and tending to join the European Union. The Bologna Declaration requires a special attention to the problem of dialogue of cultures as to means of forming of tolerant consciousness of university students.

At the same time, steps on the way to globalization of the modern world demand a special attitude and protection of cultural-educational interests of nationalities. The modern integrative process, which takes place in our country, demands a revision of social-cultural stereotypes, training of tolerance, ethnoempathy, respect for traditions and a spiritual heritage of each ethnoculture, comprehension of the value of a person as a certain culture bearer.

Dialogue of cultures as a way of knowledge and respect for others, as a way to mutual spiritual enrichment is to promote the improvement of ideals and practice of tolerance. In this connection the principle of dialogue of cultures can be considered as one of basic principles of modern education.



The dialogue demands from the society and from the person an attitude to come in contact; forming tolerance as one of the leading personal features which excludes a destructive conflictness of the person in a situation connected to other social norms; forming of readiness to trust, to make a compromise.

The new age in an educational policy has been marked with the promotion of the idea of personal development as the basic priority in education. Humanization of education, its orientation to the person and to his/her development have been recognized as the most urgent tendencies for the modern society.

The analysis of publications shows that the research of psychological aspects of tolerance and its forming fails to keep up with the research of its philosophical, ethic and social aspects which, in turn, are also growing stronger at the moment. Formation and development of psychology of tolerance have been reflected in works of such scientists of our country as: V.A. Tishkov, E.M. Adzhieva, E.A. Ashimkhina, O.A. Griva, N.A. Astashova, A.G. Asmolov, etc. Forming tolerance of students in poly-ethnic regions, where the level of interethnic tension is higher, has been studied by G.G. Abdulkarimov, V.N. Gurov, O.B. Skryabina, V.A. Tishkov, O.V. Tsirul, etc. Forming of tolerant consciousness of students has been considered by G.V. Bezyuleva, P.F. Komogorov, E.V. Rybak. Training of tolerance in the higher professional education system has been examined by N.D. Ashirbagina, V.P. Komarov, Z.S. Londyreva, etc. Pedagogical tolerance has been studied by A.V. Korzhuev, N.J. Kudzieva, N.V. Kukushkin, etc. The psychological-pedagogical theories considering sense-personal features of pupils as a pedagogical factor have been examined by I.V. Abakumova, A.G. Asmolov, E.V. Klochko, V.E. Milman, and E.Yu. Patyaeva. And the theories revealing mechanisms of educational technologies which are focused on initiation of sense-creation have been considered by I.V. Abakumova, A.K. Belousova, I.A. Vasiliev, P.N. Ermakov, D.A. Leontiev, and V.T. Fomenko.

Conditions of actualizing and strengthening of tolerance in interpersonal relations, first of all, rely on the differentiation of valuable structure and valuable process made by K. Rogers (Rogers, Freiberg, 2002). The valuable structure represents the established, to some extent "solidified", values and senses. The valuable process is alive, fluid, continuous forming of values, their designing within the realizing life experience. Besides, values and senses are considered as the basis for realization of a personal choice (Dobroshtan, 1999). Hence, their hierarchy and content directly define the process of self-determination which kernel makes the act of the choice that, in its turn, determines the specificity of development.

In this connection tolerance is comprehended as the most important way of co-existence and collective activity in the polycultural educational environment which is a projection of the modern diverse world. The strategic purpose of education is educating of the personality with the non-stereotyped, non-ideologized thinking, who is capable for constructive thinking and acting in various situations of intercultural communication. Such a person is capable to admit the plurality of the truths and value of their content, to respect a position of another, to have tolerance, morality, that



is to have those qualities of a tolerant person which are necessary for successful behavioural realization of the basic idea of polycultural education – “to study to be and to study to live together” [6, p. 87].

The student’s age, according E.A. Pugacheva’s statement, is a special period of developing tolerant characteristics of a person and the most sensitive period of moral maturing during which there is a further developing of self-consciousness and world outlook of the trainee, self-appraisal and self-concept. The age of 18-20 is a period of the most active development of the moral feelings, which are characterized by a heightened interest in moral problems (M.I. Dyachenko, A.V. Peterovsky). But at the same time the student’s age is a period of the “youthful maximalism”, when the feeling of one’s own exclusiveness, excessive self-confidence, aspiration for self-affirmation of one’s own independence develop, the heightened interest in one’s own personality is shown. Tolerance, as a personal quality of the person who is ready and capable to accept others, as they are, and productively cooperate with them on the basis of the consent, gets under the conditions of the polycultural educational environment special significance: sense-value features [9, p. 112].

In psychological-pedagogical researches the problem of sense-personal values as important constituents of the person and the society has always taken one of the leading places. V.N. Myasishchev has designated the values of the subject as a realizing within the subject-objective interaction plan of personal attitudes. The attitude indicates subjectivity, partiality of the person, selectivity of preference of one set of values to others. Among the values accepted in the society each individual chooses the most important for him/herself and is guided by them [15, p. 76].

The sense-value attitude is a subjective reflection of the objective reality reflecting diverse relations of the person with the world, as one of the attributes of socio-cultural existence of the person in which the person him/herself is a carrier of the valuable attitude to the world.

The sense-personal sphere of each person is strictly individual, and it determines a life-sense strategy. The life-sense strategy is a system of personal meanings of the individual which allows him/her to optimize or minimize the activity in mutual relations with the objective reality and is shown in the attitude to the purpose, process, result of activity, and also to the life and to oneself. The sense-creating orientation is formed on the basis of the life experience which is individual for each person and includes both mental and practical actions, experienced by the person, and personal meanings, attitudes, stereotypes. The context of the last two concepts makes crossing of the concepts of life-sense strategies and psychology of tolerance especially urgent field of knowledge. Dialogue of cultures as a way of knowledge and respect of others, as a way to mutual spiritual enrichment and, the main thing, as a sense-technology of forming of tolerant behaviour of students is called to promote the improvement of ideals and practice of tolerance. In this connection the principle of dialogue of cultures can be considered as one of basic principle of modern education (I.V. Abakumova, P.N. Ermakov).



The process of sense-creation in education is rather capacious and multifactorial, therefore for its organizing it is necessary to take into account the features and laws of this process. It is important for teacher to understand that the generation of personal meanings, enrichment of value-motivation sphere of pupils is the result of their own thoughts and experiences. Therefore using by the teacher special forms of the pedagogical interaction promoting the process of sense-creation is necessary.

At a stage of learning of moral norms through the system of personal values the student, using all mechanisms of generation of senses, comes to "positing of senses", when the sense of the comprehended content is revealed through "the special existential act in which the subject with the help of his/her conscious and responsible decision assigns the importance of something in his/her life" [5, p. 12]. In particular this level of sense regulation allows the student to accept values of the culture of another language, other countries, other civilizations (the foreign language itself acts as a multivariate value: as a carrier of another culture; as "a door" to other worlds and civilizations; as a source of development and self-development of the person; as a real means of communication) and existential values of universal culture (spiritual values of the individual human life such as beauty, inspiration, repentance, conscience, creativity, moral duty, responsibility, truth, emotional experience, kindness, love, friendship).

The question of using of identity with the purpose of forming the prescribed attitude to the particular object is important. Identity includes two subsystems: personal and social identities. The former is self-determination in terms of physical, intellectual and moral features. The latter is defined by a belonging of the person to various social categories: to the race, the nationality, the sex, etc.

The person can identify him/herself not only with another person, but also with ideals, patterns, public values, with his/her own aspirations and purposes. The research data made by V.S. Mukhina, L.V.Popova, V.F. Petrenko, etc. point it out.

E. Erikson distinguished positive and negative identity. Under identity G. Mead interpreted the ability of a person to perceive own behaviour and life in general as a connected, single whole.

R. Fogelson described four kinds of identity: 1) the real identity – it is a self-report of the individual on him/herself, his/her self-description of "I am today"; 2) the ideal identity – it is a positive identity to which the individual aspires, it is what he/she would like to see him/herself; 3) the negative, "causing fear" identity which the individual tries to avoid, it is what he/she would not like to see him/herself; 4) the presenting identity – it is a set of images which the individual transmits to other people to affect their estimation of his/her identity [2, p. 112].

The person tries to approach the real identity to the ideal one and to maximize the distance between the real and the negative identities. It is achieved by a manipulation of the presenting identity in social interaction.

Identity is social by its origin as it is formed as a result of interaction of the individual with other people and assimilation of the own experience produced during



social interaction. Change of identity is also caused by changes in the social environment of the individual.

In order to initiate senses of identification it is expedient to address to those technologies which actualize the reflective intensions of pupils.

In this case training activity of the teacher represents a reflective management, which essence consists in transferring the bases for decision-making to the very trainee within the system of the basic processes of his/her self-organizing: self-determination, self-knowledge and self-actualization.

One of the most important conditions of development of the reflective position of the pupil as the bases and the factor of initiation of a choice is a model of reflective activity. It appears as a model of reflective interrelation of the teacher and the trainee as self-organizing systems.

The psychological basis for development of sense communications as a choice of space, type of interaction, system of transmitting senses, relative to which the system of knowledge transfer is built, were ideas of organizing of sense-searching activity of a person as conditions of comprehension of life experience (R.R. Karakozov), theses of psychotechnics of a choice (F.E. Vasilyuk) and sense-technics (D.A. Leontiev). These researches focus attention on dynamics and transformations of sense structures, systems and processes at the directed control of the own processes of sense-regulation, and also on control of sense dynamics at other people. The term of sense-technic is a special case of psychotechnics and according to D.A. Leontiev's words, "this concept in its time was posed as a designation of hypothetical system of techniques of education and correction of sense formations of the person (Asmolov, Bratus, etc.)". The sense-technic is considered as a system of influence on the person causing changes of sense dynamics through which any changes of sense sphere are realized.

In general sense-technics in educational process are come to the choice and to actualization of values and needs of the pupil or the student, and also to his/her self-characterization, and to designing of the life-world according to the personal meanings, sense-creating motives, sense attitudes [13, p. 56].

The very dialogue of cultures as a sense-technic of the directed influence on the person in conditions of educational process forms students' tolerant attitudes and tolerant consciousness as a whole. The dialogue of cultures promotes deep and comprehensive mastering the culture of own people by students. It is an indispensable condition for their integration into other cultures. The dialogue of cultures also promotes forming conception of variety of cultures in the world and in Russia at students; educating the positive attitude to the cultural differences which contribute to the progress of mankind and are conditions for self-realization of the person; creating conditions for integration of students into cultures of other peoples; forming and developing skills of effective interaction with representatives of various cultures; educating students in the spirit of peace, tolerance, humane interethnic communication.

On the whole, the given sense-technic enables students to acquire such basic concepts and categories of polycultural education as originality, uniqueness, cultural tra-



dition, spiritual culture, ethnic identification, national consciousness, Russian culture, world culture, common roots of cultures, variety of cultures, differences between cultures, interference of cultures, intercultural communication, culture of international communication, conflict, culture of the world, mutual understanding, consent, solidarity, cooperation, nonviolence, tolerance and forming an active life position, development of ability to live in harmony with different people and ideas, knowledge of the rights and freedoms and recognition of the right of another person to the same rights by means of individual and group work of the teacher with students [4, p. 81].

It also depends on the personality of the very teacher. If the teacher is tolerant and ready for dialogue, he/she will teach it the pupils. As a result, there will be a specific intercultural dialogue promoting interosculation of cultures, development of a communicative openness.

Thus, the dialogue of cultures as sense-technic is an important means of forming tolerant consciousness of students.

For the single person valuable-personal attitudes represent "sense refraction of social experience of the individual, underlying the system of personal meanings" which, in their turn, gain in importance for the person in the process of his/her life activity, i.e. the valuable attitude arises when its objects are involved in this or that kind of human activity [12]. Than more actively the individual is, the more expressed his/her sense-value attitude which is itself dynamical, changeable, and can be educated.

The attitude of the person reflects his/her preference concerning the certain system of values and corresponds to character of structure of the person. It is formed in a situation of a choice between to be or to have (E. Fromm). The attitudes include:

- he public component presented by the ideals of society, culture;
- the individual component reflecting the presence of an active internal position of the person, based on the experience and acceptance (rejection) of public ideals and values.

Thus, the sense-value attitude is formed under the influence of the real life practice in the presence of internal activity of the person, whereas the essence of the very process of the valuable attitude forming reflects the transition of the consensual significant value into personally significant [11, p. 18].

Tolerance as the sense-personal value, recognized by the society, may be different from values of the person. It poses a problem for education to form the system of values of the person, which is a regulator of valuable attitudes of the person to representatives of various sociocultural and ethnocultural groups within the polycultural environment.

The transition from the former traditional culture has changed the ratio of mechanisms of control of people behaviour. If in traditional culture the normative mechanisms predominated, in new postindustrial culture the valuable ones prevail.

S.L. Bratchenko, E.V. Alekseeva, Yu.I. Gracheva [7] describe the concept of "tolerance of the student" as a personal formation in community of cognitive, emotional and behavioural components which is a precondition for forming tolerance as a per-



sonal quality or as that “backbone factor” which predetermines and integrates actions of all other “peripheral” components of tolerance. It is the researchers’ opinion that the content of the cognitive component of tolerance of the student is formed by the knowledge of the existing differences between people of the group and individual levels demanding correct understanding and tolerant attitude; the knowledge of the fundamental equal protection of the law of all members of the society and their possession of the equal rights.

Empathy or attraction forms the content of the emotional component of the student’s tolerance. Attraction means understanding of emotional states of another person, comprehension of his/her feelings and their empathy, and also the emotional-positive answer to emotional experiences.

The content of the behavioural component of tolerance of the student consists of: the skill of nonviolent interaction through cogent arguments of one’s own position or through understanding and full or partial consent to the position of another person; the skill to establish relations of cooperation and to enter into dialogical interaction.

The personal component of tolerance includes the sense-value system in which the value of respect of the person as such, the values of the rights and freedoms of the person and equality of people rights in relation to a choice of world outlook and to a life position, the value of responsibility for the own life and its recognition for each person take the central place.

However, according to G.V. Gracheva’s statement [7], the valuable knowledge of tolerance does not testify the formed attitude to it yet. The knowledge is the first element in the orientation system. The second element is an emotional-volitional one. It assumes an organization of the emotional-sensual experiences connected to comprehension and acceptance of values by the person. The third element is practice-activity. It assumes implementation of valuable orientations into the real life and behaviour of the person. Education, in opinion of the researcher, is not so much a terminal value, a value of the purpose, as an instrumental value. Thus, forming the valuable attitude to tolerance is actualized by the new educational culture focused on and directed at the interests and values of the individual. “In the model of polycultural education of the new educational environment the education of tolerance on the sense-personal basis is more effectively than in conditions of monocultural educational environment. Besides, it is necessary to note the potential of the polycultural educational environment in the context of forming tolerance as a personal quality based on the valuable attitude to people as representatives of other sociocultural groups. The potential expresses itself in an active personal position which assumes an expansion of personal values due to positive interaction with other cultures” [4, p. 82].

Education of the tolerant principles has got a multilateral character under the conditions of polyethnicity, multilinguism, polyculture and polymentalities of the population of Russia and gets the character of polycultural education.

Among the specific targets of polycultural education, as a rule, the following ones are posed [4, p. 82]:



- deep and comprehensive mastering the culture of the own people by students as an indispensable condition for their integration into other cultures;
- formation of a conception of variety of cultures in the world and in Russia among students, educating the positive attitude to the cultural differences which contribute to the progress of mankind and are conditions for self-realization of the person;
- creating conditions for integration of students into cultures of other peoples;
- forming and developing skills of effective interaction with representatives of various cultures;
- educating students in the spirit of peace, tolerance, humane interethnic communication.

The educational process is a specific model of culture as a system of the basic values which are nothing but “crystallized” senses of human reality in a sign, text, symbolical condition, on the one hand, and “devitrified” senses in their real, life, mental displays, on the other hand. Educational process is a sense reality; a space of continuous “closing” and “opening” of connections of the subject experience of trainees and objective values of the culture; a source supplying sense-personal structures of consciousness. Senses gaining during training and educating are the “cells” of consciousness which, in aggregate, form a matrix of life orientations of trainees.

No doubt, tolerance as a quality of the person and a phenomenon of social reality belongs to the supreme, fundamental values of the culture. It is part of sense units of a life. And the fact of its importance directs a creation of such models of educational process which would originate from the real practice of the tolerant culture and be based on the subject experience of tolerant attitudes of participants of the process [4, p. 83].

“On the whole, the content of education enables students to assimilate such basic concepts and categories of polycultural education as originality, uniqueness, cultural tradition, spiritual culture, ethnic identification, national consciousness, Russian culture, world culture, common roots of cultures, variety of cultures, differences between cultures, interference of cultures, intercultural communication, cultural convergence, culture of international communication, conflict, culture of the world, mutual understanding, consent, solidarity, cooperation, nonviolence, tolerance, etc.” (I.V. Abakumova, P.N. Ermakov, 2003).

The important parts of the polycultural education are various systems of free education based on the principles of multifactoriality and polyfunctionality of educational process. So, today schools of “sense didactics” (I.V. Abakumova, P.N. Ermakov, V.T. Fomenko, 2001), dialogue of cultures, pedagogics of “new humanism” have already gained ground.

One of the initial principles of dialogue of cultures school is a comprehension of necessity of transition from “an educated” to “a person of culture”, “combining in thinking and activity various cultures which cannot be reduced to each other, forms of activity, valuable, sense spectra” [11].



According to ideas of authors of this school conception, forming “a person of culture” demands transformation of the very content of education. At that the principle of dialogue starts to gain an all-permeating character.

Firstly, the dialogue is not only considered as a heuristic method of mastering monologic knowledge and skill, but it also starts to define the very essence and sense of transmitting and creatively forming concepts.

Secondly, the dialogue gains “a real educational effective sense” as a dialogue of cultures “communicating with each other in the context of the modern culture, in the center of the basic questions of reality, the basic points of surprise of our mind”.

Thirdly, the dialogue becomes a permanently functioning aspect in the consciousness of the pupil (and the teacher)” and a basis for the real development of creative (humanitarian) thinking [10, p. 32].

V.S. Bibler cites one extremely important example which allows us to see the depth of the offered transformations in education. He intends to refuse from Hegel’s paradigm of inclusion of the old knowledge into the structure new one (“removal”), turning to their direct dialogue in accordance with the conformity principle, the complementarity principle, etc.

The dialogue principle applied to the spheres of life activity of the society also means a refusal of “removal” of archaic cultures in the modern culture, respect and recognition of their importance in the postindustrial epoch.

L.P. Bueva pays attention to one more important aspect of transformation of education. She fairly believes that under current conditions the education system and its content should not have a uniquely adaptive character allowing a “reserve of freedom” to be present. The “reserve of freedom” is created by “polyculture and internal dynamics of assimilating as much cultural space as possible as an expansion of survival capability” [12, p. 67].

On the whole, the problem of reorganization of “architecture of pedagogical space” (V.A. Konev) giving an opportunity to acquire and reinforce the skills of the tolerant attitude to “another” is, perhaps, problem number one in the modern Russian education.

One of the key characteristics of the educational environment of the H.M. Berbekov Kabardino-Balkarian State University (KBSU) is its polyculture, expressed both a quantitative (more than 35 thousand trainees), and a national-cultural variety (representatives more than thirty nationalities, including near and far abroad). In our opinion, the polycultural environment has a sufficient potential to provide a communication with the particular national cultures represented in this environment, and their national traditions which are an integrating basis of the public whole. And it is also capable to provide a harmonious combination of training and education which should result in forming a tolerant person as an active conscious representative of one’s own national culture, who is ready and capable to enter into dialogue with representatives of other cultures. The conception of the “Schools of dialogue of cultures” by V.S. Bibler, the prominent domestic philosopher and cultural studies scholar, provides a consid-



erable assistance in modelling dialogical training and educating strategies. V.S. Bibler defines the culture as a dialogue of cultures, as a form of "...simultaneous existence and dialogue of individuals of various cultures" [9, p. 427].

The dialogue with another person also plays an important part. It enables us to see the inner life of the other person, to put ourselves in his/her place, to overcome the sociocultural stereotyping. The positive effect of perception of "Another" is also achieved by means of situations of problematization of perception of this person in consciousness of the learning subject. The problem situation enables the person to analyse his/her own judgements concerning another, to overstep the limits of one's own stereotypes of thinking.

The dialogue of cultures gains a practical interpretation in joint activity of pupils under the conditions of the polycultural educational environment at different levels: a university, a group, an individual-personal one. In the KBSU the students have been taking an active part in organizing and holding the annual youth festival called "We are different, but we are equal!" for several years. Its primary object is to form tolerance in intercultural relations of the multicultural educational environment. Students organize various interactive national-cultural rooms for representatives both near and far abroad, who study at the university: Russia, South Ossetia, Abkhazia, Kazakhstan, Syria, Jordan, Lebanon, South Korea, etc.

In the context of polycultural educational environment at the educational group level involving pupils in different discussions with following collective reflection about "To understand oneself through other culture", "The dialogue of cultures is a culture of the dialogue", analyzing everyday situations of intercultural communication such as "My neighbour in the hostel", using case-methods, providing trainings have an effective influence on forming the valuable attitude to tolerance.

The collective work activity in student construction brigades plays an important part in forming tolerant attitudes in the student multicultural environment. The brigades work in the course of year. Students are taken into them in accordance with the results of their progress, and also with a recommendation of the students who have worked in the brigade more than a year.

Conversations and interviews with the participants of this movement indicate that students' aspiration to be taken into the construction brigade is explained not so much with an opportunity of additional earnings, as with emotional-friendly atmosphere of mutual respect, cooperation and mutual aid, first of all.

Practical experience of the KBSU in forming value-sense attitudes to tolerance shows that interaction at the university and the educational group levels promotes forming tolerance as personal characteristic feature as the display of tolerant relations depends on the subjective activity of the student which is caused by the potential of the polycultural educational environment, and on his/her readiness for intercultural contacts which are based on both knowledge of various forms and approaches in situations of meeting of a representative of another culture, and needs for display of a positive moral-valuable act in conflicting intercultural-personal situations.



Thus, one of the main social institutes promoting forming tolerant beginnings in the Russian society is education. However its performance of this new function assumes its radical transformation. It should be realized under the joint influence of the principles of tolerance, dialogue and cooperation of the teacher and the trainee. "The real humanization of educational process is only possible under the condition of its orientation to value-sense features of pupils. The new system of the pedagogical technologies directly influencing the features of sense-creation and sense-revealing of trainees as components of individual life-sense orientation of the person is necessary to bring the educational process up to the sense-personal level. The dialogue can be used as an educational technology for initiation of sense-creation of pupils in the process of education; as the dialogue is a catalyst of sense-creation which starts "a stream of consciousness", a transition from potential to actualized senses, and determines the level of sense saturation of the educational context and the priorities of its sense-value centrations. Dialogue as a pedagogical technology is entered as a model of the complete technology of the process in its continuum from microdialogue (the dialogue "teacher – pupil", "pupil – pupil") to macrodialogue (the dialogue of cultures) within the framework of a dialogue field as a space of sense-creation in the educational context" (I.V. Abakumova, L.Ts. Kagermazova, 2011).

The dialogue principle, which is inseparably linked with the tolerance principle, should be not only the means of education, but also its purpose. In future these principles can expand into other spheres of the society's life. The all-permeating character of tolerance and dialogue principles does not mean their "solitude" and a special separation from other life principles: it testifies that the performance of the main principle for today, the survival principle, is under the threat without intensification of their influence.

The given research examines the opportunities of use of achievements of the new psychological-pedagogical school, "Sense pedagogics", in real practice of forming attitudes of tolerant consciousness of students (I.V. Abakumova). In this context tolerance is analyzed as a component of the sense-value sphere of a developing person. It enables to analyze its dynamic features, to examine it as a component of sense regulation and self-regulation of the person. The sense-creating opportunities of the intercultural dialogue are the basic source of its potential in education of the polycultural person.

"The optimal education is polycultural from the point of view that it is filled with values of the diverse cultures providing pupils' free choice of this or that fact in accordance with their sense priorities. Moreover, the polycultural education gives pupils free hand for a multiple choice which is made on the basis of their ability to see common things among differently directed sense vectors and their possible compromise acceptance. By means of actualization of sense connections and valuable preferences of pupils this education opens for them the widest field of culture, including its boundary areas. Forming tolerant consciousness of the person is just



the result of such sense self-actualization. And to form tolerance is necessary in the context of the whole structure of the person" (I.V. Abakumova, L.Ts. Kagermazova, 2011).

It is possible to suppose that senses of something that is outside the person, which are revealing to him/her in the dialogue, and senses of acts of one's own activity, behaviour of one's own sense structure can enter into dialogue with each other. This dialogue enters us into the problem of consciousness and behaviour, views and acts, positions and actions of the person and approaches us to understanding of those mechanisms which underlie our world outlook, our ideology. The very understanding of dialogue mechanisms as the bases of influence of one person on another should be considered in the context of forming the ideology focused on tolerant consciousness.

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**Likhacheva E.N.**

## On the education of children who have difficulties in the pre-school education program learning in a traditional preschool educational institution

*Some children with mental retardation are currently pupils of mass preschools. Implementing education and training of children in preschool institutions, the teacher has some difficulties. Institutes of teachers' professional development should promote full realization of conditions of professional development of kindergarteners in education and upbringing of such children.*

**Keywords:** *child, education, training, teacher, difficulties, institute.*

The development of the general education system, higher education as the general population, and the quality of education of each member of society are fundamental to the growth of social welfare, the national security of any country.

The foundation of the whole educational process is a pre-school education. Feature of the preschool period is that it provides a common development, which is the foundation for the acquisition of any further specific knowledge and skills, as well as the assimilation of different activities. For the first 6–7 years of life, there is an intensive mental health. During this period, he learns all the main types of human actions, masters expanded connected speech, to establish relationships with their peers. He formed cognitive activity: improved attention, develop various types of memory, it gradually takes possession of verbal and logical thinking. At preschool age evolving needs and are formed on the basis of a variety of interests. The path of development needs in this period is very significant – from the organic, the satisfaction of which is necessary to sustain life, to social (activities, communication), which are based on the desire to navigate in the child really explore it. The work goes from preschool interest in the process of committing to actions of interest to the results of their work, when there is a definite sense of purpose in action: the child is beginning to see the target and choose the way to ensure its achievement. In the field of communication and contact with others more pronounced in the ability to build these relationships differentially based on the realization that it is possible and what is not. By the end of preschool child accumulates a certain social experience and knowledge that determine its readiness for school.

Currently, pre-school education in the Republic of Kazakhstan has a number of problems, among them especially important to the problem of access and quality of early childhood education. The possibility for equal access of children to pre-school education is not only in the level of funding, but also the need to create different models of pre-school education. In turn, the quality of pre-school education can not be seen in terms of the presence of well-trained groups of children. Quality development should be addressed, primarily due to the growth indicators of development, training and education of each child [3].



These provisions in the field of education due to the fact that at the moment a certain part of pre-school children have difficulty mastering the program material by virtue of their individual capabilities. Indeed, in the pre-school child's life is very much evident not only the general features of the age, but also substantial individual differences concerning, above all, the pace of mental development. For some children develop a proactive mental development, while some, on the contrary, its delay, which hinders the process of teaching and learning.

Mental retardation – a syndrome of time lag of the psyche as a whole or individual functions (motor, sensory, verbal, emotional and volitional), slow the pace of the properties encoded in the genotype of an organism [1, 4].

Analysis of the teaching characteristics of the child with mental retardation pre-school revealed the following features.

Stock of knowledge preschool child with mental retardation of the outside world is limited. They are ill-informed, even in respect of those phenomena that often occurs in life: seasonal changes in nature, family and work of its members, the various signs of the specific items and other preschool children with mental retardation do not have many basic mathematical knowledge and skills. Speech of children with mental retardation and even meet the needs of everyday and has no serious violations in pronunciation, vocabulary and grammatical structure, but poverty is different vocabulary and syntax. They are also not well developed phonemic hearing: they are characterized by difficulties in understanding the works of art, causal and other links. The overwhelming number of children have low levels of basic employment skills, for example, in the paper, the designer, in self-marked motor difficulties [2,6,7,9].

Currently, some of the children with delayed mental development level pupils are not specialized and mass preschools. This phenomenon is due to several reasons:

1) Low level of preschool diagnosis of children with disabilities. Preschool age is crucial in the formation of the fundamental structures of the individual. This period, which still retains SENSITISATION (sensitivity) for the formation of the basic foundations of personality, of optimizing the formation of children and allows the latter at an earlier stage of its formation to join the environment normally developing peers, thus avoiding subsequent layers (secondary) disorders. However, the majority (80 %) of the children entered the psychological, medical, pedagogical consultation (PMPC), and, therefore, come to the attention of specialists practice only by the time they start school [8];

2) The coverage of educational support for children in need a part, due to mismatch of the number of special pre-school children with disabilities.

Statistical indicators of the education of children with disabilities in the past five years, the identification of significant negative trend growth discrepancy between the increase in the number of those in need in the training and the actual decrease such training. At present, the country found more than 150 thousand children with disabilities. The effectiveness of special education reached only 23.3 % of children [5];

3) Low level of specialized care for children with mild disabilities.



One weakness of the targeted educational assistance is to help children with mild disabilities, which concerns children with mental retardation. In the operation of educational and medical institutions, in research focus is on the sick and the healthy, and “erased” cases, when a child does not feel sick, but its development is not quite fit into the concept of normal, not been studied sufficiently. Teachers and doctors pay little attention to these children. College and university training of preschool education does not involve the acquisition of knowledge on special education and special psychology, and, therefore, does not allow them to provide effective assistance to children in need [5].

Implementing education and training of children in preschool institutions, tutor has some difficulties.

Thus, the results of our survey of secondary teachers of pre-school institutions in the city of Karaganda and the Karaganda region of Kazakhstan showed that 80% of teachers have faced in their work with children who have difficulties in the assimilation of the pre-school curriculum. The solution to this problem teachers are in a self-education – 41 % (the observed lack of educational materials on the subject), to obtain advice from the experts – 17 % (in the matter noted an informal party for consultations), to grant the right to solve this problem parents – 15 %.

As can be seen, many experts preschools not equipped with the knowledge of the special needs of children with difficulties in the assimilation of the pre-school curriculum. In the practice of kindergartens, these features are often ignored. Attention caregivers, usually concentrated only on unformed of a skill or ability. Noticing any difficulty, teachers strive to help your child through additional training, constant gain control of the whole educational process. With intensive training child can achieve certain results, but it will cost a lot of physical and neuropsychiatric costs. Simultaneously with prolonged fatigue in the child produced aversion to learning, and carefully-passive type of behavior that he does not want to achieve more.

High and the full realization of the conditions of professional development of kindergarten teachers in the training and education of children with difficulties in the assimilation of the pre-school education program, may contribute to teacher training institutions. Currently attached great importance to the process of retraining and advanced training of teachers. Key areas of improvement in this work stands out educational content. At the present stage of these educational programs should be aimed at developing professional skills of prospecting, research and creative activities in the work with different types of children. In this regard, in the learning process of the Karaganda regional institute of training and retraining of civil servants and educators (Kazakhstan) was introduced a course whose purpose is to reveal the mechanisms of psychological and pedagogical development in children. This course will cover issues such as the study of psychological and educational characteristics of children with difficulties in the assimilation of the pre-school curriculum, training teachers and teaching methods of psychological diagnosis, description of the individual remedial work with children in this category, as well as methods and techniques for working



with the child's family, experiencing difficulties in the assimilation of the pre-school curriculum.

The main forms of training in this course are lectures, seminars and practical sessions. Lectures include raising the level of knowledge of educators in the field of training, education and development of children who have difficulties in the assimilation of the pre-school curriculum. Seminars have the task of discussing preschool teachers (teacher-led) independently prepared their reports on the above theme. Seminars allow students more depth and detailed study of the proposed theme, as well as expand its boundaries to achieve a creative approach to solving the proposed questions. Practical classes to the acquisition and improvement of skills of teachers in the training and education of children with difficulties in the assimilation of the pre-school curriculum.

The content of this course consists of four main parts.

1. The study of psychological and educational characteristics of preschool children who have difficulties in the assimilation of the pre-school curriculum.
2. Presentation of the theory and techniques of psychological and educational assessment of children age.
3. Description of individual remedial work to compensate for the deficiencies of development.
4. The material is on the organization of the family caregiver of the child experiencing difficulties in the assimilation of the pre-school curriculum.

Filling units lectures, seminars, workshops as follows.

The first block. The study of psychological and educational characteristics of pre-school children who have difficulties in the assimilation of the pre-school educational program:

- The origins of personality and their integration in educational activities (Lecture 2 hours);
- Psycho-educational characteristics of preschool children with mental retardation (Lecture 2 hours);
- Psycho-pedagogical classification of preschool children with mental retardation (Lecture 2 hours);
- The ratio of the primary and secondary defects in the structure of arrested development (Lecture 2 hours);
- Taking into account the individual characteristics of children (Seminar 1 hour).

The second block. Presentation of the theory and techniques of psychological and educational assessment of children aged:

- Especially the memory of preschool children with mental retardation (Lecture 2 hours);
- Especially the perception of preschool children with mental retardation (Lecture 2 hours);
- Especially thinking of preschool children with mental retardation (Lecture 2 hours);
- Special attention preschool children with mental retardation (Lecture 2 hours);



- Features emotional and volitional preschool children with mental retardation (Lecture 2 hours);
- Study (psychological-pedagogical diagnosis) preschool children with mental retardation (Seminar 2 hours).

The third block. Description of individual remedial work to compensate for the deficiencies of:

- Correctional system with pre-school children with learning disabilities (Lecture 2 hours);
- Organization of work for the implementation of the process of teacher training and education of children with difficulties in the assimilation of the pre-school educational program (Lecture 2 hours);
- The identity of the teacher working with a child under school age, experience difficulties in the assimilation of the pre-school educational program (Seminar 2 hours);
- The development of cognitive processes preschool child experiencing difficulties in the assimilation of the pre-school educational program (practice session 1 hour);
- The development of emotional and volitional preschool child experiencing difficulties in the assimilation of the pre-school educational program (practice session 1 hour);
- The development of fine motor skills preschool child experiencing difficulties in the assimilation of the pre-school educational program (practice session 1 hour).

The fourth block. The material is on the organization of the family caregiver of the child experiencing difficulties in the assimilation of the pre-school curriculum:

- Educational work with parents of preschool age children who have difficulties in the assimilation of the pre-school educational program (Lecture 2 hours);
- The unity of the individual approach in kindergarten and family (Lecture 2 hours).

Seminars are conducted in groups' activities. Each group of teachers asked to consider one aspect of the subject. During the practical training reliance was on the practical experience of educators, as well as the theoretical base, they have received while listening to the course. Practical classes are also conducted in batch mode, where each group of educators received a certain task, whose solution required the development of new and improvement of existing skills. The results of each practice session was the protection of the group to the project on the proposed topic. The rest of the group while at the same time acted as opponents.

The result of a course of lectures in the learning process of the Karaganda regional institute of training and retraining of civil servants and workers in education was to increase the level of knowledge among the teachers in question of psychophysiological characteristics of children with difficulties in the assimilation of the pre-school educational programs. At the same time teachers have mastered the method of psy-



chological and educational assessment of preschool children, methods of correctional studies aimed at the development of mental processes, have mastered the techniques and methods of working with parents such children.

Development and implementation of a course of lectures in the learning process of the Institute does not solve the whole problem, further its development. One of the directions of this work should be her decision on the level of training of higher education.

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Efimenko N.N.

## Some aspects of A.V. Semenovich's theory of substitutional ontogenesis in the phylogenetic principle of correctional physical education of children with locomotive system disorders

*The article makes an attempt to find common evolutionary principles of physical development and psychogenesis among the children of early and preschool age having various disorders of the locomotive system. Correctional physical education of children having cerebral palsy and other locomotor disorders is in the basis of research. From positions of the substitutional ontogenesis theory A.V. Semenovich considers correctness of use of the phylogenetic principle of locomotor habilitation of the specified contingent of children by means of physical education.*

**Keywords:** psychogenesis, ontogenesis, dysontogenesis, physical education, correction, habilitation, preschool children, infantile cerebral paralysis.

At the present time still there is an acute problem of social adaptation of children with health limitations (HL). Among them the most widespread category is made by children of various nosology having one or another disorders of the locomotive system (LS). The children of preschool age having cerebral palsy are the most indicative group in this plan. Unfortunately, among experts of various areas (pedagogues, psychologists, physicians) still there is no common, theoretically substantiated concept of a complex habilitation of such children and their subsequent successful social adaptation. In opinion of A.V. Semenovich, today it is necessary "... to integrate ideologems of various disciplines (neurosciences, medicine, psychology and pedagogics, psycholinguistics, ecology, genetics), united by the system and evolutionary paradigm" [8, p. 19]. It is difficult to disagree with this thesis, as the above-mentioned author says that "...ontogenesis is understood as a neuropsychosomatic system included in the biosociocultural environment and developing according to objective universal laws" [8. p. 19].

We should note that in Ukraine by request of the relevant Ministry the state program on correctional physical education and improvement of the preschool children having cerebral parlay and other disorders of the LS is just now created. The author of the present article (together with N.D. Mogoy) is a developer of this program; the further edition of a number of workbooks and recommendations on



various aspects of the locomotor habilitation of children of the specified contingent by means of physical education is intended. The urgency of this article is caused by the stated above.

The research purpose is finding of common evolutionary interdisciplinary approaches in overcoming of children's complex dysontogenesis by example of correctional physical education of preschool children with the LS disorders.

There are the following research aims:

- 1) revealing of the universal principles of ontogenesis of the child of the first years of life (his/her somatic and psychical spheres) by the analysis of literature on the subject. As a basis we take A.V. Semenovich's theory of substitutional ontogenesis as it generalizes the majority of previous researches in the field of neuropsychological correction (habilitation).
- 2) consideration of their competency concerning children of preschool age having various disorders of the locomotive system functions.
- 3) transformation of the found principles into a technique of correctional physical education of the specified contingent of children for the purpose of increase of its efficiency.

The developmental approach looks for its place in a system of locomotor habilitation of children with the LS disorders for a long time. Concerning children with cerebral palsies, this tendency took place at the seventies-eighties of last century (K.A. Semenova, L.O. Badalyan, R.D. Babenkova, L.T. Zhurba, R.K. Dementieva, A.E. Shterengerts, S.A. Bortfeld, E.P. Mezhenina, E.I. Rogacheva, E.M. Mastjukova, N.N. Efimenko, M.B. Eidinova, etc.). Thus it is necessary to note that, first of all, it concerned rather severe forms of infantile cerebral paralysis; it is clear that a bed child, for example, of 6 months – 1,5 years needs to be trained in movements in a lying initial position only because he/she cannot yet neither creep, nor sit and stand. Increasingly it concerned the motor sphere, recovery of necessary patterns of the locomotor development of the child of the early ontogenesis period: lying, turning from back to front and vice versa, crawling, sitting down, sitting, rising, standing in a two-bearing orthograde position, walking, etc. Actually it was a question of habilitation of locomotor functions: their development, strengthening, stimulation.

In this situation we have raised the following question, "If a child with infantile cerebral paralysis, in spite of delay and with a various degree of success, nevertheless have mastered all necessary stages of biological maturing of the motor sphere, i.e., eventually, independently have walked, have begun to manipulate with objects, keeping balance in a vertical situation, what should be the main movements to start further physical culture studies with him/her? Should it be in a upright initial position, in walking or all the same in a lying initial position, in an "embryo pose", repeating the evolutionary logic of early ontogenesis? What a surprise we had when visiting a special boarding school for children with disorders of the locomotor system at the beginning of a physical culture lesson we heard a teacher's command, "Stand in a rank!", and after that, "Left turn! Quick march!" The paradox was that many children of the 1st form could not stand



independently and, all the more, walk! The teacher was guided by the program which was based on a traditional approach to a preparatory part of a physical culture lesson. This approach provides constructions and re-formation in a lesson preparatory part with the subsequent walking around a hall (ground) in various variants. But it is impossible to transfer a work technique with rather healthy children on a physical culture lesson with children with infantile cerebral paralysis. Though, if one is to judge by the highest standards, the technique of carrying out of studies with so-called "healthy" children also demands radical re-formation towards its "evolutionization".

In the light of the stated above we should designate one more important aspect – according to own researches, today in preschool educational organizations about 65–95% of children have various disorders of health and development deviation, which, besides, in the most part are not diagnosed at a standard medical and pedagogical examination. Now these children make the prevailing array of preschool children scattered in a rather wide range between norm and pathology.

A.V. Semenovich has this nervous situation statement: "Once again we should emphasize that the context of individual distinctions and, in particular, a "reaction norm" drift in modern children's population is stressed. **"Deviating development"** (it has been distinguished by me. – N.N.) is considered as a part of an all-population ontogenetic tendency. First of all, it is a question of "standard deviations", of a new view on a "norm pathology" dyad as the figures and facts given above indicate that children, to whom this research is devoted, form an overwhelming majority, even according to bare statistical data" [8, p. 28].

What should be physical education of this category of children? Undoubtedly it should have the habilitational, correctional orientation based on **phylogenetic regularities, reflected in the child's ontogenesis**. That is why already at the end of the eighties – the beginning of the nineties of last century in the programs of physical education of preschool children both in special preschool establishments for children with infantile cerebral paralysis, and mass infant schools (that is very important!) we have introduced a **phylogenetic principle of correction and habilitation of motor disorder by means of physical education**. First of all, it means that, irrespective of a degree of the motor sphere safety (a degree of severity of motor disorders, including norm), physical culture studies should be carried out in accordance with phylogenetic staging of formation of the animal world and the human, as its evolution summit. More specifically it is expressed in the fact that in his/her natural physical development and locomotor preparedness any child (both healthy, and with severe form of infantile cerebral paralysis) has to pass an obligatory sequence of formation of main movements, characteristic for the early ontogenesis period. Such approach has received a specific methodical name **"to play back an ontogenetic reel" (to be plunged in infancy again and again)**, to play main scales repeatedly like musicians; separate accords of such scales will be able to make the whole beauty of musical harmony in the main work. In our case it is a question of a child's full-fledged, harmonious physical development which stimulates development of all mental functions in the same degree.

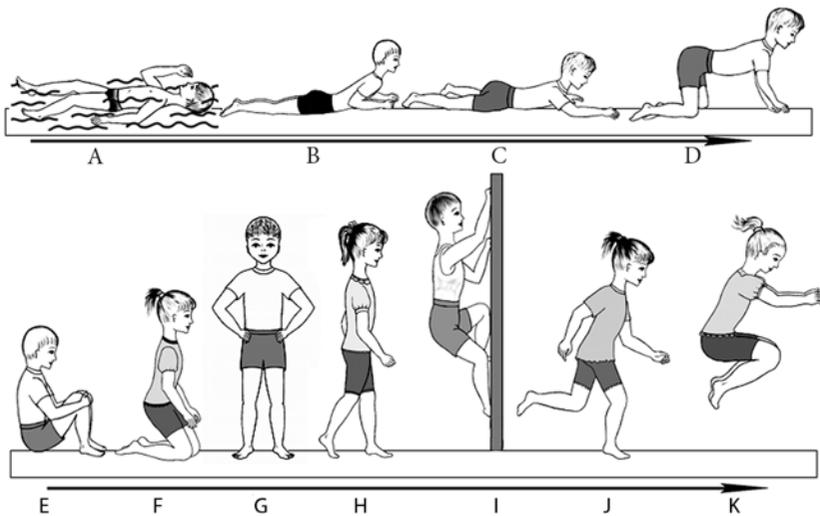


So the first “golden formula” of a child’s locomotor development was born (there are eight of them) [4, 5, 6]; it is expressed in the following (fig. 1): **carrying out of any form of physical education and improvement of children, it is necessary to start to practise in the lying or horizontalized positions (as the most “ancient”, natural, basic) – with gradual load increment to the upright position, walking, running, leaping and jumping (as the most modern, “humanized”, load, rather difficult in regulation)**. In other words, every time at physical education studies under the guidance of the pedagogue children have to pass an original evolutionary track (“**evolution in miniature**”) of formation of the animal world and the person: at first a conventional fish period, then a period of amphibians, vermigrades; to pass to a stage of mammals, birds; further to become similar to the erect human (*homo erectus*) and to the rational human (*homo sapiens*). Such methodical vector can be supported already proceeding from the elemental worldly logic – repeating the way of Mother Nature, we will be always closer to truth, than in any other case. But the whole paradox of today’s education system is that there is only one physical education program (author’s program) where this approach is methodically realized. It is a matter of N.N. Efimenko’s program “The theater of physical education and improvement of preschool children”. As follows from the illustration, we have prolonged the evolutionary track of formation of locomotor functions of children with disorders of the LS concerning the existing canons of exercise therapy when the locomotor habilitation ends at a function of independent walking [7]. Such main movements, as climbing, running and jumping are added. Certainly, the extent of their development will directly depend on a child’s nosology, degree of its expressiveness and features of locomotor disorders inherent in this disease. All eight terrestrial main locomotor modes (MLM) specified in fig. 1 can be well mastered by the majority of children being in a “border zone” between norm and pathology (having slight, imperceptible forms of locomotor disorders). The water mode is a kind of introduction, anticipating natural physical education of children on land; thus it has a huge importance concerning **a child’s evolutionary physical development**. The theme of children’s early training in swimming, hydrokinesitherapy (hydrocorrection) is so extensive and interesting that assumes writing of a separate large article or even a workbook.

From N.A. Bernstein’s researches [2] it is known that evolving locomotor functions of animals stimulate maturing of the nervous system relevant structures, at first of a spinal, and then of a cerebral level, thereby preparing the foundation for mastering of more perfect, humanized (if it concerns a child) “locomotor contingents”. We are impressed by **a phylogenetic approach** of a leading figure in locomotor science concerning the problem of origin of a person’s motor function: “... Appearance of a new brain superstructure in phylogenesis marks a biological response to a *new quality or class of locomotor tasks*. As it follows below, at the same time without fail it means appearance of a *new synthetic sensor field*, and thereby also the appearance of possibility of realization of a *new class or contingent of movements* differently constructed and differently operated, than that were available to a sight until the present. We desig-



nate the whole listed complex of morphological and functional sides, characteristic of movements for such a new class, as a next *level of construction of movements* and locomotor coordinations [2, p. 14]... Against this fact it is very interesting and significant that coordination *contingents of human movements* form just the same sort of simultaneous recapitulation of the whole history of animal movements... Each of these consecutive constructions is connected with the next new morphological substratum, and, as it follows below, each of them does not negate the underlying, more ancient coordination stratifications, but joins them in a very peculiar and diverse synthesis" [2, p.16].



**Fig. 1.** The first “golden formula” of a child’s locomotor development

The quoted thesis gives us chance to formulate **the principle of hierarchy** of a child’s locomotor development, more mature, further developing the above-named phylogenetic principle. Now we accepted not only the necessity of a certain sequence of a child’s locomotor development (both in norm, and with various variants of deviating development). It becomes clear that all higher steps should not negate the earlier mastered; on the contrary, the pedagogue should apprehend the most important methodological truth: the child’s more mature, perfect movements won’t ever be able to take place fully without evolutionary lower contingents of movements. The analogy with music comes to mind again. Before execution of an integral piece of music pupils-musicians usually warm up, work out scale: at first elemental, then more and more complicated when to an initial harmony they add improvisation elements, with gradual involvement of more and more new, diverse and complex variations in sound-



ing. It seems to us that the “**phylogenetic and ontogenetic methodical variation**” should become fundamental at a correctional physical education lesson of children with disorders of the locomotor system.

The principle of hierarchy of a child’s locomotor development means that it is impossible to create a full-fledged brain structure (of the cortex, especially) without initial, archaic (“animal”) main locomotor modes to which we attribute a “lying”, “crawling” and “sitting” modes (the first three of eight) [4, 5, 6]. G. Doman, American expert, has the same methodological position; he considered that concerning children of early age it is crawling in all its versions that promotes development of the first three levels (of seven) of the brain substratum: medulla spinalis, pons, mesencephalon [3, pp. 43–45]. “The faster the comprehended movements replace disorderly and aimless motions of hands and legs, the faster and more successfully there will be developed the muscles necessary for such movements. But the most important is that it will depend on the speed of development of sensory and motor brain divisions which regulate such movements. In turn it is a result of the frequency of a child’s **possibility to move** (it is distinguished by me. – N.N.). The most important and surprising thing is that the earlier the child started moving, having had all possibilities for this purpose, the faster his brain will grow and develop, allowing to go over to the following, higher stage” [3, pp. 56-57].

G. Daman enters such an extremely exact and capacious concept as a “**locomotor intelligence**” which means a uniform biological (neurogenetic) basis for a child’s physical and mental development, irrespective whether he/she is absolutely healthy or has various deviations in his/her development. By the data of A.V. Semenovich, “... a present situation is characterized by that regardless of presence or absence of a child’s diagnosis, as simple as a subpopulation stigma, the majority of such children (more than 70%) have a prepathologic condition of *the most early ripening* brain systems subcortical and stem. These are the systems which are morphologically and functionally formed prenatally, generally predetermine a course of the prenatal period and lay the foundation for all subsequent ontogenesis. The importance of these brain formations is connected with that thanks to them the most global structural and procedural aspects of the person’s activity are actualized” [8, p. 29].

The reasonings stated above even more confidently allow to introduce the following methodical postulates into correctional physical education:

- on importance of early diagnosing of physical development of children not only by means of traditional sports resultant tests, but also with neurologic tests;
- on importance of early beginning of correctional actions concerning the child with disorders of the LS functions;
- on extraordinary relevance of rather “ancient” main locomotor modes (lying, crawling and sitting) for physical development of all children, without an exception (in the “norm – pathology” range); realization of these modes forms a basis of stem and subcortical brain constructions;

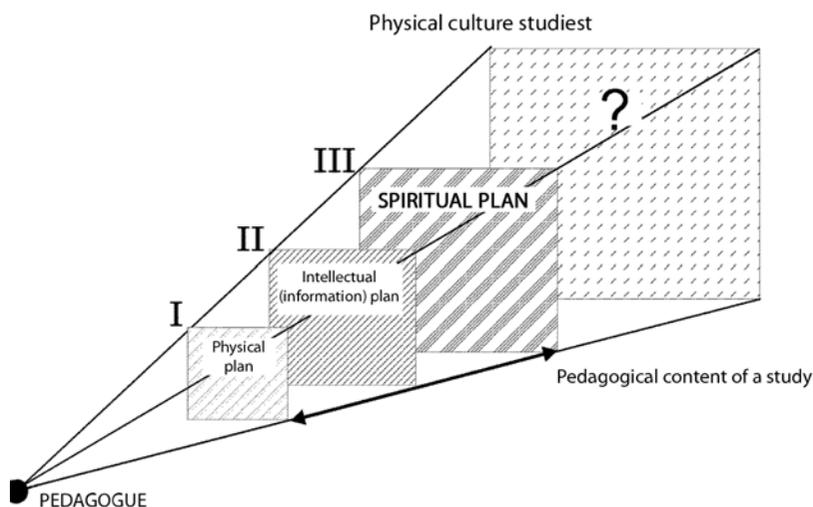


Two last positions found their implementation in the author's system of planning of children's physical education and improvement, in particular, **in the age principle of planning**. It can be presented as follows: the younger children are (from birth till 3 years), the more the exercises in lying and horizontalized, "animal" positions are important for them in correctional physical education; on the contrary, the elder the preschool child is (6-7 years), the more it should be actual to exercise in movements from more verticalized, functional main locomotor modes (climbing, running and jumping). We find the same an approach (only from a position of a neuropsychologist) in the following thesis of A.V. Semenovich's theory of substitutional ontogenesis, "Conformably in this complex approach there are distinguished the following levels, acting as correctional targets.

**1. Involuntary self-regulation, energy supply and static and kinetic balance of neuropsychosomatic processes.** At this level there is a primary formation of self-regulation of the child by means of rhythmological, ritualized ways of influence. Here there is a detection and destruction of pathological, pseudo-compensatory mechanisms, optimization of a natural and truly compensatory potential of involuntary self-regulation of the child. Body-focused, naturopathic, ethological, art therapeutic, etc. techniques are leading at this level. In the neuropsychological context there is *the main target emotional, sensorimotor (cognitive) and psychosomatic factors and processes mediated by subcortical and deep brain divisions*" [8, p. 258].

For more than two decades such an approach in locomotor habilitation (correction) is implemented by N.N. Efimenko's author's technology "The theater of physical education and improvement of children in norm and pathology". First of all, it is embodied in such forms of preschool children's physical education, as **evolutional gymnastics of awakening** (after a night and day sleep), **amusing athletes, horizontal plastic ballet (plastic-show), correctional etudes** and, **certainly, sports fairy tales studies**.

"**Evolutional motor function**" is a peculiar starting mechanism in them, a generator consistently involving more and more mature levels of brain formations and, respectively, of higher mental activities. **The principle of multidimensional content of a lesson** propagated by us promotes it (fig. 2); it means the pedagogue's realization of three main plans during a lesson: **physical (somatic), intellectual and information, spiritual** in a uniform subject and game action. Proportions of realization of the listed plans can change, vary, fluctuate depending on the child's age, his/her nosologies, dysonogenesis degree, specifics of motor disorders, etc. From figure 2 it is obvious that the physical plan is primary, then the intellectual and information plan connects to it, and further, according to a plot, there is a spiritual plan. However, such a consecutive, strictly outlined, inclusion of conventional plans, is tentative, approximate; actually all plans start to interact from the first minute of a study in the uniform conglomerate stimulating development. From the picture one can see the fourth ("anonymous") in the form of an indistinct contour; thus we wanted to show a joint component of impact of all three plans on the child with going into higher orbits of ontogenesis stimulation.



**Fig. 2.** The principle of multidimensional content of a physical education study

Further A.V. Semenovich displays a certain similarity of reasonings; as the next “correctional target” she offers the following stage:

**“2. Operational ensuring of interaction with self and outer world.** Here the main target is overcoming of asynchrony and dysontogenesis (disorders/distortions) of various *operational psychological* (first of all, cognitive skills and automatisms) factors; besides the target of this stage consists in correction and habilitation, creation of prerequisites for full formation of *complete mental functions* (speech, memory, somatognosis, spatial ideas, etc.) and *interfunctional interactions* (writing, somatoreflection, thinking, etc.). Unlike the first level on the second one the greater influence is gained by the methods of cognitive correction developed in neuropsychology and defectology. They are organized so that it would be possible harmoniously to increase the child’s *functional resources of subcortical and cortical, inside - and interhemisphere interactions*” [8, pp. 258-259].

And further, the third stage is **“3. Voluntary self-regulation, thinking and the sense formative function of mental processes.** At this level there are corrected and formed *synthetic, integrative inter- and overfunctional interactions*; there are fixed and stagnated the accumulated at former levels ways and algorithms of use of *speech generalizing and regulating function, intellectual operations, voluntary attention. Skills of voluntary self-regulation* in emotional and cognitive aspects are automatized. All methods (neuropsychological, logopedic, psychotherapeutic, etc.) applied earlier, assimilate and modify in a new system subordinated and determined by group (game, social) rules, rituals, canons, expansion of repertoire of “roles”, etc. Neuropsychologically correctional techniques of this level are directed towards *formation of an optimum functional status of frontal brain divisions*” [8, p. 259].



Concerning interaction of the listed above methods of dysontogenesis overcoming, A.V. Semenovich has the following reasonings consonant with ours: "Once again let's emphasize that requirements to introduction of the offered correctional (habilitational, preventive) system means a **onetime** inclusion of techniques of all levels. However a specific gravity and time, the beginning and completion of their application will vary depending on the initial status and dynamics of psychological and pedagogical support of the child. The deeper deficiency (underdevelopment) is, the more time it would be necessary to devote to training of the 1st level, with gradual transition to the following. At the same time it is difficult to imagine a situation at which studies can be organized without involvement of group and game (rules, roles, etc.) factors of the 3rd level. Ideally even in rather simple cases there should be methods of influence on all levels. Besides, it is obvious that automatisms, for example, of the 1st level can successfully assimilated in programs of the 2nd and 3rd levels as a component of any exercise" [8, p. 259].

For years and even today the offered author's technology of physical education of N.N. Efimenko does not yet find a system support in official administrative (from education) and teaching circles; though it is very well perceived by children and expert teachers. Its main achievement consists in impressive results of not only motive (somatic) development of children with health limitations, but also other directions of their development. That is why recent acquaintance with main works of the author of the theory of substitutional ontogenesis, A.V. Semenovich [8, 9], became a striking and promising event; without seeing, in December, 2012 she has positively spoken of the evolutionary method of children's physical education, described in a relevant section of the "Dialogue" exemplary educational program for preschool children; it saw the light of day in February, 2013. It gave us confidence in the chosen direction of scientific and practical researches. According to A.V. Semenovich's apt remark "... as it follows from basic postulates of the evolutionary theory, **the universal laws of development are identical for supernorm, norm, subnorm, prepathology and pathology as these cohorts are not discrete**. They form a continuum and cannot be considered independently from each other in any way" [8, p. 16]. Thus our realization of the developmental approach in physical education of preschool children (not only in relation to children with infantile cerebral paralysis, but also concerning children with rather normal level of development) has found its weighty scientific and methodological substantiation in basic learning aids of neuropsychology specialists. Discussing the problem of speech ontogenesis A.V. Semenovich notices that "... *transition to an intertheoretical paradigm* will allow to define more clearly the organization and content of fruitful interdisciplinary alliances, to designate limits of professional competence as well as it will raise the general level of professional reflection" [8, p. 22]. It is equally fair for research of problems of physical development of a child with disorders of functions of the locomotive system (whatever degree of expressiveness of these disorders).

Thus, being based on the above stated positions of the theory of substitutional ontogenesis, the phylogenetic principle in creation of the system of correctional



physical education of children seems rather reasonable; this principle was developed in a principle of hierarchy of locomotor development (habilitation, correction, prevention), and also concretized in the developmental method of physical exercises.

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Barannik N.S., Gorbatyuk V.F.

## Sociometry of the study group in mutual self-education

*This paper elaborates the structure of the study group in mutual self-education. The study of the author's self-education model combining synergy and traditional pedagogy is in progress. A situation of constructive chaos is created with a view to start the properties of self-education inherent in every living thing. We give an electronic resource on the course to students. We keep an electronic register on training. We use Moreno's sociometry and questioning. By means of individual questioning we succeeded in identifying the structure of the study group in mutual self-education. We have constructed a sociogram of mutual learning, through which the leaders of self-education are revealed. By the end of training the number of leaders has increased, that describes the sustainability of self-development processes.*

**Keywords:** sociometry, mutual self-education, questioning, sociogram, self-education leaders.

In this paper we continue the investigation of the self-education model [2–4], investigating the principles of traditional pedagogy and the principles of the system approach and synergetic: self-organization, self-management, self-education. Besides the principles of synergetic, in the author's self-education model they use highly effective methods of learning based on mutual self-education [1]. From the first lesson the teacher explains the essence of self-organization and self-education in the classroom and creates a situation of constructive chaos in a group [3]. Students are given tasks, electronic resource and permission to communicate with the teacher after hours. Each student chooses a path of his/her studies of many possible: students learn the subject as it is convenient for them. Due to the situation of constructive chaos in a group it is spontaneously formed a "self-education island" and the whole group gets a new quality – there is always one or more students who start to develop their own theoretical course and perform tasks of meta-projects [4]. Most students also do not want to drop behind the leaders of self-education. Not everyone succeed in this; so they have to work independently and also to resort to the help of the teacher and his/her fellow students. It is not nothing but mutual self-education. The latter is much more efficient, because the "teacher-student" barrier disappears. At mutual self-education there are activated some hidden reserves of a human brain which we have not been adequately investigated. The result shows that they perform difficult tasks of a meta-project; eventually the whole group studies and makes progress more intensively.



The purpose of the research is to try to explore mutual relations in a group by the methods of sociometry and to see how it affects the process of mutual learning.

The research problem is to investigate the possibilities of sociometric methods for studying the processes of mutual learning; alternatively, for the same purpose to carry out the research by individual questioning.

The sociometric techniques, developed by J. Moreno [6], are used for diagnostics of interpersonal and inter-group relations in order to change, improve and perfect them. Using sociometry one can study the typology of social behavior in a group activity, judge the social and psychological compatibility among specific groups. However, the book of J. Moreno is rare and cumbersome procedures of data processing lead to the fact that sociometric studies are rarely used. A sociometric procedure may have the following purposes:

- a) measuring of the degree of cohesion, disunity within the group;
- b) identification of a "sociometric position", i.e., a correlative authority of members after signs of sympathy, antipathy, where "the leader" of the group and "the rejected" are at opposite poles;
- c) detection of intra-group subsystems, cohesive formations, headed by their own informal leaders.

The sociometric technique is performed by a group method. Its implementation is not time-consuming (15 min.)

Chooser	The chosen one															The number of votes				

Fig. 1. The individual sociometric card

In this paper we study the learning process of students of F-13 group; they have mastered quite a difficult subject "Basics of video and multimedia learning tools" [5]. We kept an electronic register during the whole semester. The exam on the subject was also created in a situation of constructive chaos and the students performed the task in the meta-project form. The exam was held in the computer lab. Before the examination, the post-graduate student Barannik N.S. has spent sociometry, which took less than 10 minutes. In our study, we use a nonparametric procedure in which the respondent is asked to answer the question of a sociometric card without restriction of choice, "Is it pleasant or unpleasant for you to live and interact with this member of the academic group?" In Fig. 1 shows an example of sociometric cards. Near each of name of group members in a cell that is in the same line with a participant's name ("Who chooses the") one should put "+" with a positive choice, "0"





$$E_j = \frac{\sum_{i=1}^N (R_j^+ + R_j^-)}{N - 1}, \quad (2)$$

where  $E_j$  is emotional expansiveness of  $j$ - group member,  $R_j$  - the elections made by a member (+, -). From a psychological point of view, the expansive index characterizes the need for communication.

The index of "group solidarity" ( $I_{gp}$ ) is given by:

$$I_{gp} = \frac{\sum_{j=1}^N (\sum_{i=1}^N A_{ij}^+) - \sum_{j=1}^N (\sum_{i=1}^N A_{ij}^-)}{N - 1}, \quad (3)$$

where + - mutually positive choices in the group; - - mutually negative choices in the group.

As can be seen from Fig. 2, the leaders by likes and dislikes are identified in the group. But these leaders refer indirectly to the processes of self-education and mutual self-education. One of shortcomings of the nonparametric procedure is a great probability of getting a random selection. Some subjects, guided by personal motives, have often written in the questionnaire: "I choose everyone". It is clearly, such an answer can only have two explanations: either the interrogated really have such an amorphous and undifferentiated generalized system of relationships with others (but it is unlikely), or the subject wittingly gives a false answer, using formal loyalty to others and to the experimenter as a cover (it is most likely). The analysis of these cases has led some researchers to try to change the very procedure of the method and thus to reduce the chance of random selection. Thus the second option was born - the parametric procedures with the limited number of choices. The subject is asked to choose a strictly fixed number of group members. For example, in a group of 25 people everyone is asked to choose only 4 or 5 people. The value of the number of sociometric choice limiting is called "sociometric restrictions" or "the limit of elections".

After sociometry almost all students began to perform examination tasks at the same time. Figure 3 shows an exam ticket pattern.

In carrying out a practical task students were allowed to use their own computers and also the computers of the institute, to communicate and help each other (mutual self-education), to access the Internet (on their computers). Task performance had no time limits. At the exam the teacher was assisted by a post-graduate student who found out from students who had already passed the exam, who helped them during the semester, and at the exam. According to this questioning the sociogram was constructed. Half of students at the examination carried out the task in 60 minutes, the rest took a little more time. Four students who worked successfully during the semester have received an automatic exam as a bonus.

In Fig. 4 there is a graph showing the dynamic of performance of examination tasks. The vertical axis shows the time to complete. The computer fixed the time when



the file was saved. The horizontal axis shows the number of the student, passing the exam, which does not coincide with the number of this student in the group list.

**Examination Card # 8**

<u>OSV Multimedia OS</u> (discipline name)	<u>first-year, undergraduate studies,</u> <u>"Technology"</u>
	<u>specialization (year, department)</u>

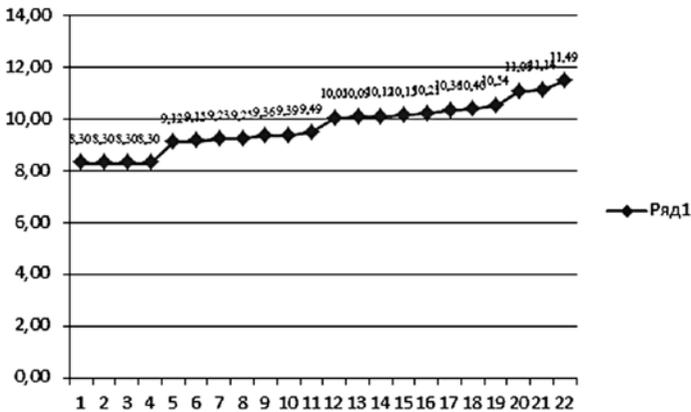
1. What is reference in electronic editions? What are formats of video data?  
2. Carry out the practical task on the computer:

Work with one of the selected and coordinated with the teacher interactive program. Take a picture of the screen of the computer and record in a format of avi. the process of task performance. Create and cut a small video clip (add titles: who, what, by what programs did the work. Add titles with explanations of own actions. Add a melody).

File name. **Task, full name.avi.**

It is possible to take the software and used multimedia information (text, images, audio, video, etc.) from an electronic resource.

**Fig. 3.** The exam ticket pattern



**Fig. 4.** The dynamics of performance of examination tasks

In Fig. 5 there is an electronic register on training on the course. At the exam the group has received 10 excellent and 12 good marks. All practical tasks were interesting and original; the pedagogue has saved them in students' folders on the course. Students performed examination tasks in conditions close to reality with which they are likely to face in life.



The results of questioning after the examination were more informative than sociometry; these results underlie the construction of the sociogram of mutual learning, as it is shown in Fig. 6. We have identified the main leader of self-education – Kurkumeev Dmitri, who was noted in the electronic register as a leader in self-education on the course at the end of the semester. As one can see from the sociogram, the most part of students use mutual self-study, getting help from the main leader of self-education, and provide assistance to other students, in the role of leaders. In is important that being in a role of leader - that is, teachers, students develop the ability to teach others. For a pedagogical institute of higher education it is a valuable asset; it is developed through mutual self-training from the first semester of the first year. Therefore it would be appropriate to extend the application of mutual self-education by other teachers in studying other subjects of the curriculum. Then by the end of their studies at the university, most students' skills of mutual education would be skills of professional activity. These skills will be useful in upbringing of own children.

№	ФИО	Задача 1	Задача 2	Задача 3	Задача 4	Задача 5	Задача 6	Задача 7	Результат
1	Баричев Иван Вячеславович	22.09.12	22.09.12	23.11.12	29.11.12	23.11.12	29.11.12	18.12.12	25.01.13 Одлагава
2	Богун Дмитрий Николаевич	22.09.12	09.10.12	09.11.12	29.11.12	23.11.12	11.12.12*	25.12.12	25.01.13 Хорошо
3	Бухолова Анна Сергеевна	11.09.12	18.09.12*	22.09.12	12.10.12*	30.11.12	30.11.12	07.12.12*	25.01.13 Хорошо
4	Булганова Анастасия Сергеевна	11.09.12	04.10.12	27.11.12	01.12.12	01.12.12	25.12.12*	05.01.13	25.01.13 Хорошо
5	Быстров Роман Андреевич	11.09.12	25.09.12	18.09.12	13.11.12*	30.10.12	25.12.12	27.12.12*	25.12.13 Хорошо
6	Волынова Елена Владимировна	11.09.12	04.10.12	01.12.12	01.12.12	04.12.12	25.01.13	05.01.13	25.01.13 Хорошо
7	Гончарова Ирина Александровна	11.09.12	09.10.12	09.10.12	01.12.12	01.12.12*	18.12.12	25.12.12	25.01.13 Хорошо
8	Грушецкий Игорь Владимирович	11.09.12	22.09.12*	12.10.12	30.11.12	06.11.12	30.11.12	30.11.12*	25.01.13 Одлагава
9	Жапаровичева Полина Игоревна	18.09.12	18.09.12	11.09.12*	13.11.12	25.09.12	01.12.12	25.12.12	25.01.13 Одлагава
10	Иванчикова Анастасия Александровна	18.09.12	09.10.12	12.10.12	16.10.12	01.12.12*	18.12.12	25.12.12	25.01.13 Одлагава
11	Иванова Елена Владимировна	18.09.12	18.09.12	02.10.12	09.10.12	06.11.12	30.11.12	07.12.12*	25.01.13 Одлагава
12	Куркин Андрей Михайлович	22.09.12	01.12.12	01.12.12*	01.12.12	30.11.12	14.01.13	14.01.13	25.01.13 Одлагава
13	Куркумеев Дмитрий Валентинович	08.09.12	11.09.12	11.09.12	06.11.12	06.11.12	05.09.12	04.12.12	25.01.13 Одлагава
14	Лафарова Елена Владимировна	05.10.12	05.10.12*	05.10.12*	04.12.12	04.12.12*	04.12.12*	18.12.12	25.01.13 Хорошо
15	Проскураков Максим Игоревич	18.09.12	25.09.12	28.11.12	01.12.12	01.12.12	18.12.12	25.12.12	25.01.13 Одлагава
16	Руданова Полина Юрьевна	25.09.12	25.09.12	16.10.12	30.11.12	30.11.12*	14.01.13	14.01.13	25.01.13 Хорошо
17	Савченко Светлана Владимировна	22.09.12	22.09.12	18.12.12	18.12.12	18.12.12	18.12.12	18.12.12	25.01.13 Хорошо
18	Сайкина Аруба Арменовна	22.09.12	16.11.12*	30.11.12	16.11.12	30.11.12	11.12.12	05.01.13	25.01.13 Одлагава
19	Сидова Виктория Олеговна	11.09.12	11.09.12	11.09.12	22.09.12	22.09.12	22.09.12	04.12.12	25.01.13 Одлагава
20	Тоскарев Сергей Сергеевич	22.09.12	09.11.12	27.11.12	29.12.12	04.12.12*	05.01.13	05.01.13	25.01.13 Хорошо
21	Халилов Илья Иванович	18.09.12	04.12.12*	04.12.12*	04.12.12	18.12.12*	04.12.12	21.12.12*	25.01.13 Хорошо
22	Шерешко Николай Антонович	18.09.12	18.09.12	12.10.12	30.11.12	06.11.12	25.12.12	10.01.13	25.01.13 Хорошо

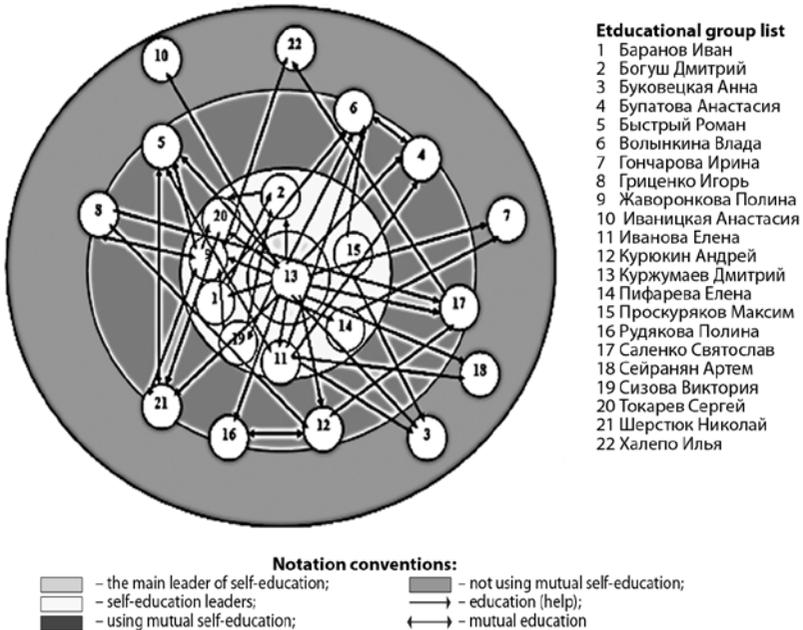
Fig. 5. The electronic register on training

Comparing the sociogram and the electronic register on training, we can say that the number of self-education leaders has increased. According to the e-register during the semester there were four leaders of self-education highlighted in the electronic register on training in Fig. 5. At examination there were revealed nine leaders of self-education that characterizes the stability of self-education and self-development processes.



**Summary**

1. Carrying out sociometric researches in the study group has revealed that students' individual questioning immediately after the exam was more informative. The questioning results enabled us to construct the sociogram documenting the process of mutual education in a group.
2. The launched at the beginning of training process by the teacher of the processes of self-development and self-education are stable; the growing number of self-education leaders speaks about it.
3. The dynamics of the examination task performance (Figure 4) shows that examination tasks are performed much faster at mutual self-education. The teacher does not "look for and extort" the traces of knowledge from students, but states the fulfillment of rather a complicated task. Students demonstrate not only theoretical knowledge, but mastery of practical skills of knowledge use, i.e. the acquired habits.
4. It is desirable to extend the mutual self-education application by other teachers in studying other subjects of the curriculum.



**Fig. 6.** The mutual education sociogram



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