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CONTENTS

OUR AUTHORS

5

ACTUAL PROBLEMS OF MODERN SCIENCE

Feldstein D.I. The Problems of Psychological and Pedagogical Sciences in the Spatio-Temporal Situation of the XXI Century (the Report at the RAE General Meeting)

7

GENERAL PSYCHOLOGY

Zvezdina G.P., Priymak E.N. Military service in the value orientations of young men of military age

32

EDUCATIONAL PSYCHOLOGY

Dzhalalov S.S., Rudakova I.A. Methods and techniques of learners' teaching of sense reading in a value-sense textbook

41

Gapchenko E.A. The problem of the psychological resource of the substitutive family

52

Prokofyeva N.V. Features of the moral and ethical reflection of the modern adult

61

INFORMATION ON THE ORDER OF PRESENTATION OF PUBLICATION

71





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ACTUAL PROBLEMS OF MODERN SCIENCE

Feldstein D.I.

The Problems of Psychological and Pedagogical Sciences in the Spatio-Temporal Situation of the XXI Century (the Report at the RAE General Meeting)

The article reviews the features of modern human community revealing changes in all spheres of development; it considers the importance, sense-intensional essence of the present stage of social development. It is a question of education transformation, of formation of new principles, conditions, and forms of its organization: subject and intensional, structural, sense. The author pays attention to performance of the perspective basic researches, supposing comprehension of both a modern situation, and the person's anthropogenic changes, substantiation of forecasts of the development of education and growing people's socialization, methodological studies of innovative schemes, upbringing and education models, taking into account all-civilization trends.

Keywords: *transformations, education, projects, XXI century.*

The words of the famous pedagogue Friedrich Fröbel are topical today. He has asserted, "There is a time when education is placed in the center of the public interest".

This is the time we live in, the time of not simple changes and usual turn-about, but the time of deep historically significant *transformations* when in the forefront there is a problem of the Person as a real subject of the historical process, capable to stability, active effectiveness, to solving of difficult, non-standard problems which he/she faces with a huge number of uncertainties and at the same time capable to preservation of all best *human* qualities, *human* potential.

This defines a special role of education which, by its direct destination (in broad understanding), is to arm the person with necessary knowledge in a choice of ways of action in the developed difficult situation, to teach him to understand, comprehend reality; these will presuppose the activation of his/her general development (intellectual, moral, esthetic, physical etc.), development/growth of his/her abilities and needs.



However not only the world the person lives in has changed; it is the person who has changed. He/she objectively lives in another space-time. Rhythms and speeds of his/her movement, life space have also changed.

And here, in Ilya Romanovich Prigozhin's, Nobel laureate's, honest view, "We face the problems which demand, first of all, the work of ... sociologists, psychologists, historians", teachers (that is declared by a well-known chemist). And in all its magnitude there is a problem of the person's education in a new space-time of his/her existence.

Emergence and aggravation of problems of education is connected not only with new requirements to the educational process, to the person's level of knowledge, not always adequate to a real situation, in particular, from the point of view of the pragmatically understood economic (instead of general – production, technological, social in broad understanding, human) efficiency, not only with the really fixed loss of the level of education, not only with the low-grade of knowledge, abilities, skills of pupils and not only with really inadmissible omissions in moral education and intellectual development of growing people, but, the main thing, with the loss of society's cultural potential and intellectual capital which growth becomes a necessity for the Person's further active progress.

Original roots of these problems are concealed in helplessness and inefficiency of the present education system in a modern situation of global transformations of a civilization scale (production, technical, sociocultural) when against an increasing number of so-called educational services it is harder to find educated people and (it is especially important) they do not fulfil a socially significant task being not a slogan, but a strict necessity of society's progressive development – a problem of providing conditions for the **person's self-realization** in new conditions of his/her life, in solving the problems of modern society.

Meanwhile 58 years ago, in 1954, in the article "The Forgotten Man in Education" Lawrence Kubie has said, "An ultimate goal of education is to help the individual to become the person in full". It is possible to do taking into account his objectively increased opportunities, including historically limited and historically differentiated. As Abraham Maslow has emphasized, in a difficult modern situation society needs a kind of person, capable to live in the continuously changing world taking into account own qualitative changes. Thus the person's self-improvement, his/her development, growth of the ability and need for self-actualization have objectively become the main purpose of the person and society in the XXI century. If in the 70–80 of the XX century in the conditions of fixation of the increased dynamism of society's development there was a question (see, in particular, the article in the



journal "Courier of UNESCO", April, 1978, by Charles Hummel (Switzerland)) concerning that the ability to adapt for changes *would be* more significant and important than having concrete skills and knowledge, now (at remaining dynamism of development) an actively increasing adaptation (which is always necessary, being actualized in a situation of significant changes) and a call for its activization cannot be considered adequately reflecting a situation in which in the increasing degree they form the problem of *development of transforming activity*, the person's activization, his/her ability to rise above a situation, *ability to solve strategic problems of society's movement and own growth-development*. It demands not only concrete skills, but also an appropriate level of the person's education. Due to the aggravation of the education problem of in a modern situation of social development there is a number of important tasks which performance is a necessary condition of its settlement, including development of both new theoretical concepts, and the strategy of its organization.

One of tasks is receiving a clear idea of reality in which there is a modern person.

Unfortunately, despite the numerous works devoted to research of features of modern human community, revealing changes in all spheres of development (economic, social, demographic, political, etc.), including the transformations changing the characteristics of its movement, revealing the whole depth of occurring motions, forcing scientists to speak about transition to a historically new stage, we still not fully comprehend the importance, intensional-sense essence of the present stage of social development.

Thus the problem of the person's development, his/her features, new opportunities, abilities, needs is not only the least intelligent, but also the least discussed, which is paradoxically enough. And after all, as "the father of cybernetics" Norbert Wiener claimed, "we have changed our environment so drastically that now we have to change ourselves to live in this new environment". But in spite of the fact that they write a lot about real change of such environment, including about the influence of information space on the person, about the role of social and intellectual networks in his/her development, about one or another extent of influence of information streams on his/her consciousness and behavior, it is necessary to recognize that the assessment of these concrete factors is rather relative and the problem of transformations which the phenomenon of the Person undergoes is far from studing in whole.

For us it is extremely important to understand that now the person, mankind, are in more difficult, polycharacteristically, qualitatively changing, multi-polar and diverse world where the sociocultural, information and psychologi-



cal space of life activity which is constantly testing the durability of people has essentially changed.

But as Igor Severyanin wrote about a hundred years ago,

“We live like in a dream unsolved,
On one of convenient planets...
There is a lot of what we do not need,
But there is nothing one wants.

And we want to learn, understand what the person is today, what he/she needs to act actively and productively in a difficult modern situation and thus to self-improve, self-actualize.

Today the person is not only and not simply in a difficult situation of multidimensional, multilevel transformations, but he/she is already in a historically *new space-time* caused by general dynamics of society's objective development. It is a question of some kind of historical boundary which has opened new space and has defined new time of the person's functioning. Today on the basis of the occurred and occurring changes, thanks to the Internet and television, in no time a person can jump over numerous geographical and political boundaries, visit different continents of the earth, the ocean floor and space that generates, in addition, the rupture of usual processes of cogitative activity and the rupture of well-established relationships, interdependences, and intellectual, emotional, physical, psychological intensity, instability. On the whole the perception of the person, his/her consciousness, thinking, motivational-need sphere changes in result of such transformations. It causes worry that these changes are rather vividly shown not only in terms of emergence of new opportunities, strengthening of the person's energy resource, but also regarding increasing shortcomings: egoism, cruelty, loss of moral guidelines, aspiration to wellbeing at any cost, which lead to numerous stresses. In particular, it is significant, that after the UN materials, today there are 450 million of people with disorders of mental and physical development. According to the World Health Organization calculations the number of such inhabitants of the Earth has already reached 13%.

The society, actively and productively reflexing all occurring events, the society capable to self-organization, that demands “serious intellectual work on developmental projects, on future projects” (as Vladimir Vladimirovich Putin emphasized addressing the general meeting of the Russian Academy of Sciences in May this year) is able to break catastrophically increasing negative tendencies in various spheres of the person's development.



Convergence, spiritual integration, cooperation and mutual understanding in *deep comprehension of reality, in ability to develop a clear, scientifically reasonable effective strategy is the only way of the human community survival and progressive development*. And in this plan the problems of organization of education become the most important components of society's development, providing the purpose of preparation of the real subject of this development.

In this situation it is important for us to understand the objective exhaustiveness of the classical pedagogical paradigm that is shown in the inefficiency of many traditional forms of education, its content.

Without managing to reflex the transformations which have occurred in the world, the education system ceased to meet the requirements to it.

The necessity of clear understanding of tendencies of progressive development of both society, and the person is obvious, and in this context it is obvious the necessity of definition of the purposes and problems of education. The education which was constructed in due time on the basis of growing differentiation of ways of comprehension of the world and branches of scientific knowledge, which was well working in former times, is not anymore capable to train the person who is creative, creatively thinking, focused not on imitation, not on repetition of the previous experience, not on its copying, but on creation of own, new way. Albert Einstein told, "Generally speaking, it is almost a miracle that present methods of training haven't absolutely stifled the person's sacred inquisitiveness" [12, p. 138]. General and special knowledge and skills acquired by pupils now should not only provide the level of their development corresponding to a current historical state, readiness for productive activity, but also strengthen abilities to own improvement, spiritual and creative growth, creative solution of problems and need for it, and (today it is especially significant) abilities to formulate problems and to define immediate and perspective tasks, to find ways of their effective solving in uncertainty conditions.

In this regard the role of psychological and pedagogical sciences called for suggestion, grounding the strategic concepts, doctrines significant in forming and solution of problems of the education corresponding to a new situation and purposes of the modern person's development increases. And here the honest, objective and deep analysis of this situation created nowadays is extremely necessary.

It is time to realize that now we are not **witnesses**, but **participants** of a landmark in the history of mankind. The well-known psychologist Abraham Maslow has observed, "There is an essential difference between yesterday and today, and it not a simple change of experts' likings or moods. It is



an empirically disclosed reality". In our reality the condition of people's life is characterized by the world crisis caused by not only an ecological, economic, anthropological crisis, but also by a crisis of morality, power and confidence in it. This systemically manifested crisis brought mankind to the brink of survival, though it takes place in conditions of search and growing of new alternative forms of life, development of new technologies and production structures, change of relations between knowledge and practical action. In fact, modern Society as a system has changed in all its parameters. Thus, now our sciences face a paramount task – to comprehend the existing reality, to understand what the modern person and the modern space of human life are today.

The bifurcational explosions which have really occurred in this space, which have changed the bases of society's organization and functioning, which have destroyed many essentially significant constructs of its construction, also predetermine qualitative changes of the person nowadays possessing the new type of thinking, the new type of consciousness and self-consciousness. Thus, as Yoshihiro Francis Fukuyama has noticed, "The ideal is more often focused on a dominant of the rights of a community members over their duties" that has far-reaching consequences since "in the forefront they move, impose as a norm of life material welfare, entertainments, relaxedness, and at the heart of all this there is a callous relation to other people, having a clear axiomatic base declaring that, first, everything is allowed, secondly, a person **is obliged** to nobody; thirdly, everyone **is obliged to** a person ... and it leads to the destruction of personality, "dilution" of intelligence, will" [7, V. 3, p. 1768].

And still the sharpness of the situation where is the human community at transition to a historically new, still fully unclear and differently called condition – anthropogenetic civilization, information civilization etc., – more and more intensively not only divides, but also **unites people** having, in fact, common destiny.

In a word, nowadays in the world there are significant transformations in all spheres of human life, there take place dynamic sociocultural processes putting him/her in a sharp position of search, asking, "How should I be for being, and not simply being, but being up to the mark?"

And here Russian society is in serious danger. According to Daniil Grinin's well-founded statement, "Its moral climate is intolerable" [5], including because of the ideological pluralism proclaimed in the 90 which has turned, on the one hand, into ideological chaos, and, on the other, to promotion of "the western column" of values as a universal ideal. Meanwhile even Anglo-American scientists, in particular S.F. Huntington in the book "Conflict of Civilizations and Redivision of the World Order" (London, 1998), prove that this



“column” “does not claim to be universal”. Especially it is simply impossible to assimilate the western samples not only because it threatens loss of our sovereignty but also because the West is in a deep, historically caused crisis nowadays.

The whole world, unfortunately, lives in the broken spaces today – political, economic, cultural, differently perceived by various people whose different generations are practically in a critical situation, in different existential framework of world outlook.

At the same time, after the already mentioned Ilya Prigozhin’s words, “changes which happen in the world nowadays raise our expectations for creation of more integrated, more integral picture” of **human life spaces** in modern time. This time supposes a special role of the growing generation of people, their proper education and cultural potential, and also intergenerational continuity in preservation and accumulation of this potential.

However, as a French psychologist has note as a joke, it looks like the present generation of young people differs from the generation lost in the past by nothing ... They also grow up. They also enter the lyc ee. They also smoke their first cigarette. They also leave the house. They also marry. They also give birth to children. But they do this in the reverse sequence ... At first they give birth to children. Then they marry. Then leave the house, etc. Yes, it so, but also not so at all. The time of modern historical transition divides people of different generations more, than before. The subject of intergenerational relations sounds especially sharply now. The modern generation of growing people and the generation which has built the modern world are really in different existential measurements, organizing “own” time differently.

Benjamin Franklin said that time is a fabric which forms life. Our present is a *section* of the current historical time. According to Augustine, “if nothing happened, there would be no past; if nothing happened, there would be no future; if nothing happened, there would be no present” (On a City of God). And the present of human life is not just another time, but another understanding, another use of time. And our ideas of time are social perceptions, as the foreign member of our Academy, French psychologist Serge Moscovici fairly claims. In fact, the whole development of modern civilization is a constant increase in time dynamism, improvement of ways of its use. It is what Max Weber emphasized briefly and cynically, “Time is money”. Unfortunately, the value of money led to depreciation of the main principles of life – morality, justice, spiritually weakening our time.

Time is a vector of orientation of the processes, events, phenomena differently perceived and experienced by the person. The rhythm, fastness of living, and its richness form the basis of the category of time. Common apho-



risms, such as “This person is ahead of the times” or “He fails to keep pace with life”, are not casual. And according to G. Landau, “those whose time will never come always wait for their day”.

Athanasius Fet wrote,

“What is a day or a century
Before infinity?
Though a human is not immortal,
Everything that is immortal is humane”.

The human time is a special phenomenon including historical, social, physical, biological, psychological components in their system integrity. And the major moment in functioning of the human time, which speed differs in various periods, is people’s relation to it supposing the need for its organization both at the public, and at the individual level, need for such organization and ability to it.

In this case we face a problem of structuring both time, and space of the person’s education.

Here I distinguish time and space especially because (at any their assessment) they are objectively a significant factor in the human life activity organization. It is a question of the degree and character of the richness of time, its naturally realized and purposefully structured rhythms in space (spaces) of human functioning, i.e. of the whole that gets special sense at understanding of the structure and content of the whole vertical of ontogenesis. Thus it is a question of comprehension of the space-time continuum of the organization of education and different stages of its system organization, especially in conditions of need for its transformation in a new *transformed* world and in conditions of new rhythms of society’s progress.

The “tiny researches” conducted nowadays do not give a clear picture of the modern world in the whole width and depth of its understanding where the person not simply lives in a certain space-time today, but really gradually enters an absolutely new, another in its essence space-time. In fact the person “creeps” in it not having guidelines and necessary scientifically provided training, moreover, poorly considering the reality of such transition.

Philosophers and economists, sociologists and culturologists try to understand, consider the features, specifics of influence of this space-time which has been opened to the person, where life rhythms, rates of movement, the structure and nature of people’s interaction have changed. But, let’s be honest, psychologists and pedagogues try to understand these things to a lesser extent. Namely first of all we need to see, understand, open the nature of the



person's changes to plan, build a trajectory of his/her development in the present changeable space-time of uncertainty.

The next important task we face in the context of the discussion and solution of education problems is disclosure of the features of functioning in a modern situation of the growing person, the definition of characteristics of the modern space-time of Childhood. The space-time of Childhood is an objective distance of the person's formation, special conditions and a necessary way of the child's existence-development when he/she, being socialized and being individualized, gradually more and more deeply forms a part of Society. Children's subculture which gives the chance for the child's self-realization, his/her phased approbation of himself/herself is a mechanism and form of this entry; it is a vector directing the person's further development.

It is significant that the whole life P.A. Florensky (1999) discovered the mystery of human genius, at the heart of which there is an objective, complete, deep, and real perception of the world in preservation of Childhood, children's intuition.

As the man of wisdom D.B. Elkonin has noted, "The children's culture is an original way of the child's assimilation of a new way of social reality and his/her self-assertion in it".

Yu.M. Lotman agreed with Elkonin, saying that it is children's subculture with its zone of variable development that is capable to develop the search mechanism of the development of culture as a whole since there is a potential of premonition, anticipation of a trajectory of development in it, highlighting the points of growth of universal culture. One of the most important moments of the development of children's subculture, development of Childhood is Society's *attitude* towards it. It presupposes not only care, protection, indulgence, but also the attitude of understanding of the child, when the child is a bearer of the future, and also the ability to see a Person in him/her. Hence, as Elkonin noted, each step of children's emancipation from adults conducts to deepening of their communication with Society life.

The outstanding pedagogue Janusz Korczak has formulated this position figuratively, "There are no children. There are people". As we know, he shared the tragic fate of the children, brutally destroyed by the Hitlerite degenerates. This year, in August, it will be 70 years since the heroic deed of this true schoolmaster who has refused twice the opportunity to escape by himself and entered a gas chamber with two kids on his hands; they were terrified, so he told them a tale. He has truly trampled on death by the death.

The importance of the *relation to Childhood* has been clearly highlighted now, when not only Society, but also Childhood has essentially changed, showing visible progress in the development of a child, who enters into more



and more wide space, successfully jumping through many former norms. It is important to find out how the modern child perceives the world, what are his/her abilities to assimilate necessary information, significant life norms, what are his relationships with contemporaries and adults, having considered Childhood in today's world. Especially when, as it was noted at the Federation Council meeting, "problems in the childhood sphere ... rise quicker, than we solve them". In definition of a condition of Childhood it is important to consider all its real characteristics starting from its real physical condition. As for the last, here the demographic data is dreadful. There is a "steady reduction in the number of children ... at a speed of 3% per a year" beneath our very eyes [8, p. 4–5]. As a result for the last decade the number of children under the age of 17 years was reduced from 31,6 million in 2002 to 25 million by this year, including 14 million of schoolchildren.

Rather difficult situation has also developed with children's health. According to the director of the Scientific Center of Children's Health of the Russian Academy of Medical Sciences Academician A.A. Baranov, it has become worse in comparison with the 80-ies of the last century for 17–20% approximately. We should note that children's neurotization level irrupted, not to speak of chronic diseases and functional deviations; 48.2 % of such children have borderline manifestations of clinical forms of mental disorders. By the time of going into the first form the percentage of mentally sane children makes only 39 % [2, p. 7]. Meanwhile during the period from 2005 to 2010, according to the auditor of the Chamber of Accounts of the Russian Federation Professor S.A. Agaptsev, at the general reduction of schools by 19.7%, and the number of schoolchildren by 12.7 %, the number of special schools has decreased by 8.3%.

Matters go from bad to worse concerning social health of growing people who need adult's love as a "nutrient medium" of their mental development [11, p. 371], but get less attention, endearment of adults, including parents. The changed interrelationship between the Adult World and Childhood are especially sharply shown both in understanding of the child, and in the real attitude towards him/her. Thus various forms of adults' violence against children have got a terrifying extent. It is established that 700 thousand of Russian children – potential victims of violence – live in socially dangerous conditions today. Thus, according to E. Bunimovich, Commissioner for the Rights of the Child in the city of Moscow, 40% of children assert that parents seldom show due care for them. Moreover, in 2011, for example, there were committed nearly 90 thousand serious crimes against children [8, p. 5].

Such a terrible phenomenon as pedophilia has appeared in the country. Over the last 10 years it has increased by 3–5 times in some regions. The



adult's insincerity towards the child is more clearly shown. The relations between adults and children became complicated. It is significant that during teenagers' survey which has been carried out in 73 regions of the Russian Federation, on a question concerning their bad behavior, bad studying, there was a definite answer, "We hate the situation when at home they say one thing, at school – the other, and on TV – the third one" [8, p. 14].

As it is established in a number of psychological researches, today it is no coincidence that boys can compassionate other children only under the age of 8 years, and the girls – under the age of 9–10 years. Boys can be glad for others' sake under the age of 7 years approximately; girls are not able to do it.

These facts visibly indicate weakening of the state's and society's duties in relation to Childhood; it turned out homeless to a considerable degree. It is enough to mention, that a number of real homeless children reaches (according to official figures) 1 million 300 thousand children in Russia today [5].

All these things occur against degradation of the educational component in education into which the economic term "educational service" has penetrated, turning education from the highest duty of society and its major value into a "service".

Meanwhile the upbringing function of education is a feature of our Russian system. Not casually in the book "Two Worlds of Childhood" (M., 1976) American psychologist U. Bronfenbrenner noted that in English there is no equivalent to the term "upbringing".

Unfortunately, today in our Society the well-established, habitual mechanisms of socialization and education of children which were very effective in recent times do not work. One can observe the loss of public control and involvement, loss of adults' responsibility for children. Being unable to act by a prohibition method nowadays, we still could not saturate Children's community with positive attitudes, could not arm growing people with abilities to choose, and could not offer children the forms of constructive activity adequate to their needs.

It is pleasant that in an interview with the newspaper "The First of September" the Minister for Education and Science of the Russian Federation Dmitry Viktorovich Livanov said, "There are all grounds to expect intensification of the upbringing component of our schools" [4, p. 2]. There is a strong wish to hope for it.

I have mentioned only a little bit of the problems connected with the characteristic of some moments of a condition of Childhood in Society – the characteristic far from being full, however indicating an obvious trouble and disgarmonization of *relations between Society and Childhood*. The necessity



of further analysis and deep scientific comprehension of real status of Childhood in Society is obvious.

The following block of problems, which demands our special attention, is connected with careful studying of features of a condition and the very *development of Childhood* which really occurs in the modern changing world. It is caused by both changes of the child, which are objectively determined by the general situation, and the *nature of self-development of Childhood in its historical movement*.

Starting from a prepreschool age the modern child gets into an absolutely other space, in comparison with his/her contemporary 20 years ago. Nowadays it is not simply another world, but another perception of this world, its space. Widely open, thanks to the Internet and television, practically the whole space of "universal life", the possibility to be in several temporary, historical, geographical, ethnocultural and other spaces at the same time, the general pressure of the huge undifferentiated information content quite often lead to stressful conditions, and the growing requirements for finished goods conducts to failures in the child's creative development.

Available data fix real failures, tension in the mental, psychophysiological, neuromental development of the child, being shown at all stages, all periods of Childhood.

Thus, children's studying, developed now, enables researchers to note the occurred progress already at an infantile stage of Childhood.

The data on changes which happen to the preschool child are even more clear expressed now. Thanks to deep studies which have been carried out in due time by D.B. Elkonin, M.I. Lisina, A.V. Zaporozhets, it was established that the development of motivational and need sphere is defining for preschool children; is ensured by the expansion of their communication. Thus, for example, it is known that the most effective type of communication for preschool children is the communication mixed in terms of age, when traditional types of children's activities and cultural norms are passed on from senior children to younger ones in a natural form. However, in the modern child's life this communication is practically absent because there prevail uniparous families, even-aged groups of kindergartens, there are no courtyards and so forth.

The received materials concerning the communicative ability in communication with the contemporary indicate an insufficient social competence (25%) of senior preschool children, their inability to resolve elementary conflicts. Thus more than 30% of children of 4–6 years show the aggressive type of behavior which is standard for them.

There are significant losses in other spheres of mental development of the



preschool child that is also connected with subjective factors. Thus, despite numerous protests of our psychologists, in the country there was a substitution of the leading type of activity of the child of this age (the game type) for a functioning form of education. This contradicts the essence of the age psychological development. Training programs with the **mobilization** of game actions are introduced all over preschool child-care facilities, whereas it is necessary to broaden, supplement, develop the preschool child's **game activity, bringing educational components in it**. As a result there is a considerable decrease in a level of the preschool child's subject-role game. It remains at the level of subject actions among the majority of children of 3–6 years. But a primitive undeveloped game does not carry out a "leading" activity function in the child's mental development. Consequently, new formations connected with the game (imagination, voluntariness, representational thought, etc.) remain undeveloped among preschool children. Shortcomings of the organization of the game space have resulted in that modern children of the late pre-school age can command themselves worse than their contemporaries 20 years ago. In fact, they do not form the ability to voluntary actions; mutual relations of children weaken considerably.

Losses in the preschool child's mental development affect the subsequent stages of ontogenesis.

For example, as the data obtained for 15 years (from 1997 to 2012) shows the number of children of 6, 7, 8, 9, 10 years with disturbance of speech development (from 40 to 60%, varying in different regions) has been significantly increased (almost twice). 50% of junior schoolchildren move up to the main school with undevelopment of writing skills. By the way, it is a visible sign of the "fault" in the "linear" thinking development. The increasing number of Russian children has serious problems with reading ability, ability to understand the text. Schoolchildren's reading literacy monitoring, carried out within the international research PISA, showed that if in 2000 our 15-year-old teenagers took the 27th place among children from 32 countries, in 2003 – the 32–34th places among children from 40 countries; in 2006 – the 37–40th places from 57 countries, in 2009 among 65 developed and developing countries our 15-year-old took the 42nd place, having shown thus a considerable deterioration in the process of maturation – from the elementary school to the main.

The most significant changes have happened at a teenage stage of mental development. In particular, activation of the socialization process, expansion of communication and the increased need for showing the self to the world are blocked by absence of the relevant structures adequate to needs and possibilities of the growing person. From here there is a disorderliness,



increased anxiety, access to new, including informal, associations, search of the other on the Internet.

In a word, there is a thorny problem of the teenager today. And the most unpleasant is that it is not revealed in its essence properly. It is in spite of the fact that during this age period there are formed stand in life, social position of the growing person entering youth, adulthood. It is the period when our blunders in education, upbringing are especially visible. It is shown in many facts. In particular, in such a specific alarming case when a senior pupil put the following post on a social networking site: "If the war begins tomorrow, I will immediately yield myself prisoner", that caused a lot of enthusiastic reviews. What do we face? Is it shocking behavior? Probably it is. However, according to various public opinion polls, more than a half of the interrogated senior pupils are ready to leave Russia at the first opportunity. It is a question of moral attitudes which are formed not only by a sensational TV series "School", but also by numerous publications in the mass media, inadmissible scenes shown by the Internet and television. As Woody Allen fairly marked, "they do not throw away the trash anymore; it is processed into television shows".

Matters are made worse because of the created sharp gap of an intergenerational character. According to P. Bucher, G.G. Kruger and M. Dubois, who have investigated the child of the beginning of our XXI century, "in some degree children began to pursue own aims, despite of instructions of pedagogues and parents. At the same time not only a possibility to choose, a possibility of autonomous action have increased; it has also increased the need for decision-making accompanied by a risk, stresses, vagueness, constant uncertainty and loss of traditional forms of the group support of the environment and family". Growing people – children, teenagers – are not guided anymore. In the educational space it is also connected, in particular, with the teachers of comprehensive schools who have failed to keep up with the pupils living in the computer world, whereas teachers only receive training in living in it, and they have to catch up with pupils in the technological aspect.

At all big words, said from high tribunes, *society's relation to pedagogical activity* has also critically changed. It is not a secret that many young men entering pedagogical institutes of higher education aren't pedagogues by vocation; they enter pedagogical institutes of higher education because they failed to enter more prestigious institutes. As a result, according to D.V. Livanov, "only five percent of students of teachers' training colleges see themselves as teachers in the future" [10]. And the best graduates of pedagogical institutes of higher education do not go for a professional job that creates the so-called double negative personnel selection. As a result a school teacher



turns into the employee providing much talked-about educational services, instead of being a mentor. Otto von Bismarck has accurately observed that “wars are won not by generals, but by school teachers”, emphasizing the teacher’s determining role in ensuring viability of the state and society. The business can move towards irreversible degradation of the pedagogical work as far as the old guard of teachers, who give themselves completely up to the cause of education-upbringing of children, departs.

Structuring the space of modern Childhood, we have to isolate the factors which influence the changes occurring in it more actively. Among these factors and facts defining the created condition of Childhood, the special place is occupied by the essentially changed information space which *has changed* both according to a character, content, volume, and according to the degree of influence on the growing person’s development. In the most expressed manner its structure-forming basis is shown on the Internet – a powerful tool of vision, comprehension of the world; it is a new space of the world which has been opened up before the person; it brings into the person’s world not only the progress opening, but also the “pressure” of information, the pressure structured in a complicated manner in its action which the growing person is not capable to comprehend properly. Meanwhile, it is important to note that the Internet “covers” the growing generation in the increasing degree. And if, according to the research of the TsIRKON group, 37% of adults use the Internet every day, 46% of adults never use the Internet, 93% (!) of teenagers not simply use the Internet constantly, but, in fact, live by means of the Internet – communicate with friends, exchange information, travel on a computer network.

As a result there are considerable changes in the child’s development, in his/her mentality, his/her *perception* of the world. During communication on the Internet with contemporaries and adults the child “grabs” only some fragments of diverse separate information that puts pressure on the process of thinking of the growing person, forming, in particular, the so-called “clip” thinking.

One may think that among many reasons of unwillingness to study among a considerable part of today’s schoolchildren there is also the possibility of the fast acquisition of knowledge (information in fact) through the Internet.

As one of known experts in the field of informatization Manuel Castells has noted analyzing the situation, the modern electronic and communication system differs by the ability to **construct a real virtuality**, authentically imitating reality on video equipment screens. As a result people start considering electronic models of reality as more true, than that they see in the daily environment [6, p. 265]. Sydney J. Harris writes, “The danger is not that



the computer will start thinking as the person, but that the person will start thinking as the computer”.

We, psychologists and pedagogues, face an urgent problem of studying of features, type of real influence of the computer, TV and the Internet on the growing person, his/her consciousness and behavior, type of occurring risks, especially as there are considerable risks in connection with their fast and all-round distribution. First of all, these are not simply risks of children’s escape from the real world into the virtual one, but risks to be subject to persecution, aggression, mockeries in the Internet (“cyberbullying”, “trolling”), risks of the Internet dependences and the risks connected with occupancy of the Internet with lots of sites, propagandizing anorexia, drugs, extremism, nationalism. There have appeared thousands of sites, not only calling children for hatred to another, but also persuading to harm and pain themselves.

According to the Interior Ministry of the Russian Federation in 2012, the number of the Internet sites containing materials with child pornography has increased by almost a third. The quantity of such Internet materials is twenty times greater (!). Is it any wonder that as a result we have the sharply changed personal orientation of children. For example, if in 1993 58% of teenagers were characterized by an altruistic spirit, nowadays, in 2012, such a type of orientation is noted only among 16%, i.e. it has decreased by 3.6 times. Nowadays growing people have pragmatistical attitudes, including aiming at a worthy level of existence, aspiration to live in the country of “clear tomorrow”, in the words of A.G. Asmolov, Academician of the RAE. However, they want to live according to a formula “the end justifies the means” that is a consequence of the atmosphere of the social alienation which surrounds the child both in the preschool, and school age.

Social networks, blogs, “LiveJournals”, chats where children “hang” for hours, informal communities, television soap operas and specific music which they watch and listen, – all these forms a corresponding relation to reality, corresponding outlook which form a corresponding models of behavior.

Not casually in frustration situations with adults in the behavior of modern schoolchildren intropunitive reactions of a self-protective type predominate against three leading symptom complexes: “anxiety towards adults”, “hostility towards adults” and “asthenisation” (weakness).

I doubt whether it is necessary to delve deeply into the questions of real influence of the information space on development of the modern person, the more so because thousands and thousands pages of scientific editions are devoted to it. In a word, the information space problem, first of all, the Internet, becomes one of the sharpest in education. The greatest achievement of mankind in the real situation of its distribution brings not only benefits, but



also causes a notable harm, especially for growing people. The Person who has created the powerful machine is not ready to its real productive control. From here there is a problem of formation of the culture of relation to the Internet. But this is where we have a serious failure since there is no sufficient number of observations received after specially developed programs; also there are no relevant empirical data and theoretical generalizations. There are no standard concepts of really functional load of the Internet in education and a *general theory of the influence* of the Internet on development of thinking and consciousness of the person, and also scientific bases of its use activation in the person's positive growth and development. Meanwhile creation of the theory of influence, in the whole complexity of the relevant information space organization, is one of the major psychological and pedagogical tasks now.

Studying real processes of the "Internet" information effect, the specifics of its mastering by the person, in particular, in correlation with text (book) information, characteristics of its perception, etc. are objectively necessary and actual in creation of bases of modern education where the Internet should play an appropriate part in a positive alignment of knowledge in the organization of education structures.

It is obvious that modern conditions of not simply changes, but of society's transition to the new historical state, causing objective changes in the person's development, first of all, the growing person's development, cannot help demanding and objectively demand an essentially new organization of such a major sphere as the education system responsible for the person's preparation for life, for formation of his/her cultural potential. It is not a question of any corrections, not of introduction of something new, but of **education transformation**, of formation of new principles, conditions, forms of its organization – subject and substantial, structural, sense. Thus, the need for introduction of basic changes into its developed content, which in many cases is unclaimed, both in school, and in after-school life of children, is one of the major lines. In present space-time we need education focused not on the ways of putting of the greatest amount of facts into children's heads with a minimum of time and effort spent. Facts "become old-fashioned at a furious pace ... as technical equipment also become old-fashioned" (A. Maslow), and a lot of knowledge, obtained by children, becomes old-fashioned even before they leave school and can use it that impedes formation of the necessary level of academic motivation, their understanding of the major things necessary for a man of culture. As a result, unlike the pupils of the XIX and the middle of the XX centuries, our children, first of all, at the juvenile age, do not consider that "knowledge is light and ignorance is darkness" any more, since education



ceased to be a bearer between ignorance and high culture and wellbeing. It is no longer carrying out a social lift function and it does not provide positive socialization of growing people in a necessary degree. As V.P. Zinchenko, Academician of the RAE, noted, "The system of our school education has "passed" a lot of things and endured an "action school", a "labour school", a "knowledge school", a "cooperation school", at absence, unfortunately, of a "school of being" and a "school of sense" [1, p. 7].

It is natural that the problem of change of the structure, form, methods, content of education is extremely difficult. It demands consideration and solution of many essentially new questions, including search of ways of coordination of the volume of knowledge necessary for the modern growing person and formation of the ability not only to its acquisition, but also to the creative attitude towards it with its participation in their further development. In fact, we face the whole complex of problems which decision we haven't even started. Therefore now it is very important to define a possible alignment of the forces involved in the educational space, to provide purposefulness of their actions.

I have only briefly mentioned a number of the major problems connected with the necessity of the time-space of the really changed Childhood and the growing person's education. It is necessary to notice that numerous changes which are fixed in development of the modern child, in his/her characteristics, during formation on the distance of ontogenesis, are far from being comprehended; they are not theoretically generalized. Caused by historical transformations which happened in the society development, they have to be considered in the context of these transformations. Meanwhile in the psychological and pedagogical researches conducted nowadays the child, as a rule, is considered "here and now", in a narrowly concrete, the best (more rare) in a concrete historical situation, without his/her injection in the historical process dynamics that is very defective in the modern world of global changes.

It should be noted that this acute problem concerns not only Russia.

Thus, in the Strategy of Education, developed by the European Union, in the interests of sustainable development they set pedagogues the task by 2014 "to pass from a simple transmission of knowledge, skills, abilities necessary for children for existence in modern society, to readiness to work and live in dynamic conditions, to participate in planning of social development, to learn to foreknow consequences".

On the whole education of our time acquires traits of a serious political problem, aiming at training of the person possessing necessary potential of knowledge, technologies and firm moral attitudes, the person who likes



changes who is ready to meet unforeseen situations boldly; after all he/she has already entered extraterrestrial outer space. It demands another level of world outlook, the developed heuristic thinking, formation of responsibility when utilitarian values act not as a purpose but as an instrument of formation of new spiritual values – mercy and honesty, justice and the ability to empathy, tolerance and decency, responsibility and consciousness of own dignity, patriotism and a sense of duty.

Such education, which is integrated in the modern historical and cultural space of our time, has to *be focused* not only on translation from generation to generation of the sociocultural experience including the experience of cognition, the experience of development of work methods and the experience of formation of value relations, but also, at preservation of all these, on education as formation of the active, effective person capable to optimum self-fulfillment, education supposing a permanent development of the person, capable to self-education, deeper self-determination with the expressed need for self-actualization and self-realization of creative abilities, both informative, and communicative and organizational.

There was a programme “Cultural Revolution” on TV recently. Artists, writers, musicians have discussed the mission of art. Suddenly one of participants said, “We have no request for the Person ... We have the request for the professional, but not the Person!” This position is even more actual for the education system. According to one of the most successful people of the present Bill Gates, there are three factors which determine the person’s value, importance, and competitiveness: first, it is his/her knowledge; secondly, it is the access to technology which connects him/her with those ones who possess necessary knowledge; thirdly, it is the environment which motivates the person on development.

Orientation on the development of the objectively specified new Person capable to work actively in the XXI century, assumes creation of a new strategy of education – education which promotes his/her socialization in its broad sense – not only as mastering the social world but also as including in this world as an *active figure*. It supposes, as it was noted, changes of the bases and principles of the organization of education. In particular, it demands introduction of new structural and substantial components in it, change of the system of relations in the educational space and expansion of the sphere of children’s training process, its forms and types: children’s going out of a classroom; changes of their place in the educational and upbringing space (by the way, creation of the project, heuristic training, technology of a collective thought-activity, business games and so forth are focused on this); creations of the out-of-school structures, new educational forms, including cardinal re-



organization of additional education as a sphere of open education. In this plan we find interesting the proposal of the French scientist Jacques Gonnet, who has proved the necessity of creation of the system of media education of children which will enable advanced reactions to changes in information space through their own information creativity acting as a way of self-realization of the growing person, and at the same time "bridging" with the Adult World. But we find the development of our Russian researcher Sergey Borisovich Tsybalenko not less interesting, though less known because we can't always recognize a prophet in our own country. In the psychology thesis he has generalized the materials of adolescent and youthful creativity in the information and psychological space which was carried out by the Orlenok camp together with a number of television channels.

However, considering the empirical findings promoting transformation of the education system, understanding the need for combination of the theoretical and methodological development of its bases and regard for of the practical experience of such activity, we cannot follow the path of formal unification of efforts of scientists and experts-pedagogues not to repeat a ridiculous story connected with names of Isadora Duncan and Bernard Shaw.

They said that the well-known ballerina Isadora Duncan once told Bernard Shaw, "We should think of what our child could be – with your intellect and my beauty". "Yes, yes, of course, – the great writer answered, – but it would be also necessary to consider what if the child inherits my beauty and your intellect".

Therefore we need a skillful combination of scientific prognostication and the test of hypotheses for a productive development of education, its content and forms, corresponding to human life in a new space-time of the XXI century.

Behind the modern person's back there are two thousand years of the new era and forty thousand years B.C., if we depart from Homo sapiens, and 6 thousand years of civilization – the time of accumulation of knowledge and social practices, technical and technological transformations which constantly change his/her possibilities, requirements, abilities, personal potential. Grandiose historically significant changes in the end of the XX – the beginning of the XXI century have posed a huge socially significant problem of self-determination of the person in the new world, providing conditions of his/her active self-development, further self-improvement on a qualitatively new basis of education assuming serious state protection of growing people from infanthly, illiteracy, immorality, i.e. from dehumanization.

It is significant that this year in June Vladimir Vladimirovich Putin signed the Decree "On National Strategy of Actions in the Interests of Children for



2012–2017” directed on providing of the comfortable and safe environment for life of each child, the environment where the person is the main capital; increase of the level of the person’s development will provide increase of the level of culture of the whole society. From here it is obvious that today’s major task is mobilization of forces of all sciences: anthropology and ethnology, pedagogics and psychology, physiology and medicine, sociology, etc., studying the person in his cognition in a situation of a historically new space-time and disclosure of its real opportunities, needs, abilities. The problem of elaboration of the strategy of the person’s education, certainly, is rigidly topical and acts as the leading in the system of the Russian Academy of Education called for opening of ideological and world outlook and also theoretical-methodological bases of the organization of education on the basis of complex psychological-pedagogical constructions. This should occur not only and simply in acquisition of a certain body of knowledge, but also in formation of the relation to knowledge as a whole, the relations to the world, to others, to self, formation of the need for expansion of knowledge and abilities, – the education providing definition and establishment of its place in modern space-time. New tasks demand not only new projects, but also appraisal and reappraisal of the positive fund of the accumulated data in the practice of organization and development of Russian education. Not casually now the Russian Academy of Education carries out a scientific audit of all institutes to distinguish the perspective researches from flimflam, to prevent falling of research activity, to liquidate the vacuum of theoretical ideas.

It should be noted that at all defects of our activity the team of researchers of the Academy has made a lot as a whole. Thus, teachers, specialists in didactics, methodologists have carried out a productive work on definition of the bases of selection and structuring the content of general secondary education. The important materials promoting modernization of professional education are received. Variable models of knowledge of different kinds of art are developed. In the field of pedagogical psychology and developmental psychology, besides many other practices, there are identified the psychodidactic bases of creation of developing educational technologies, design and examination of efficiency of the educational environment. In particular, in the sphere of age physiology the process of formation of the brain integrative activity as a basis of the child’s cognitive development is purposefully studied. Concerning the use of information and communication technologies there are revealed the ways of prevention of their possible negative consequences (the detailed report on the activity of institutes and members of the Academy is available on the RAE site, enabling to appraise the results of the carried out work in detail).



At the same time I would like to pay attention that soon we should execute a number of perspective basic researches planed by the presidium of the RAS, after a detailed discussion with the Academy members, heads of institutes, leading scientists, in 12 directions including more than 70 projects and over 200 subjects, assuming comprehension of both a modern situation, and anthropogenic changes of the person, substantiation of prognoses of the development of education and growing people's socialization, methodological studies of innovative schemes, training and education models taking into account all-civilization trends. Prominent scientists were scientific curators of these researches; a part of them are heads of academic institutions, and some of them perform this work as members of the Academy, being its out-of-staff members.

Certainly, all these directions, projects, subjects in their real performance will be specified, broadened, deepened as it is not simply a question of a new step, new planning for the next years, it is not simply a question of aspiration to improve quality indices in its organization, and it is not simply a question of introduction of something new. On the agenda there is, first of all, the consideration of the problems connected with the objective necessity of studying of the features of transformation of the modern growing person in the really transformed world, in a *new historical situation of functioning* when the person has turned out in the conditions of high-dynamic processes of such changes, in a condition of their confusion and vagueness, impeding distinguishing the tendencies of movement and perspective lines of development when there become complicated, in particular (but that is very important), communications and the nature of intergenerational interaction – the educated and the educating, pedagogues and pupils differently fitting in with a complicated world of objectively structured spaces of new knowledge and information fields. Secondly, and this is the main thing, decision of the problem of structuring the new education system focused on the clearly distinguished purposes, tasks, the formulated corresponding principles of organization, supposing new understanding of this sphere of the person's life activity at keeping of all the significant, effective in his/her cultural reproduction, achieved in the historical development of Russian society.

It is no coincidence that large groups of scientists go into these questions now, for example the Center of the problem analysis and the state and administrative projecting, the Center of strategic researches and development of Siberian Federal University, and also many other collectives carrying out perspective researches. But in these researches the leading role has to belong to our Academy, according to its status obliged to be engaged in development of problems, concepts and education theories.



In the space of our field of activity focused in the program of the distinguished 12 main directions, discussed in the structures of the RAE, supposing a scientific reflection of our community on social, psychological, psychophysiological changes of growing people and the nature of society's development, and also the action strategy on development of the new theoretical bases and the principles of the organization of education, it is possible to isolate some main spheres of the forthcoming creative work.

The first sphere consists in that in the cooperation with philosophers, historians, sociologists we should try to reveal, whenever possible, at least the main characteristics and parameters of changes of modern society as a stage of historical development in the context of the role of Culture acting as a way of reproduction of society and Education as a forming basis of the person's and its cultural potential. Here we should define an orientation of the purposes, needs, opportunities of education of the person of the XXI century at the real importance of the competences of the corresponding activity spheres. Thus, we should consider methodological and theoretical questions of prognostication of development of the person and society, on the principle that prognosis begins there and then, where and when the parameters of the expected development are determined.

The second sphere is connected with deep knowledge of the modern growing person, his/her new possibilities, features of his/her world perception, nature of the development of his/her thought-activity. Thus, we cannot further manage with point, local researches of different aspects of real changes, in the complex of situations fixed by different researchers, in different approaches, at application of different, sometimes casually chosen, and often outdated techniques.

On the basis of the studies carried out within the limits of the planned directions, understanding of projects, analysis of the carried-out subjects, the purposefully set consideration and generalization of findings it is important to develop an integral strategy of cognition of modern Childhood, deep theoretically substantiated, prolonged study of key parameters of its development at exarticulation of the characteristics necessary for understanding of all main features on which taking into account the searches of the necessary purposes, tasks, principles and conditions of education should be focused.

The third sphere supposes concentration of our efforts on a deep assessment of the structural and substantial, really presented features of the functioning system of modern education, identification of its effective structures, forms, tendencies of orientation to society development, its future, and also failure places, shortcomings, where lag, discrepancy are especially sharply



shown, i.e. on the analysis of what we have, how it works and where there is a failure in the system of modern education.

The fourth sphere is directed on constructing of a scientifically reasonable program of the development of new principles of the organization of education at determination of the nature of significant knowledge, its volume with orientation to formation of the need for their expansion, in deepening of forms of its presentation and the ability to this, at learning of children to get and accumulate knowledge, to carry out its choice. The task consists in that, besides vital knowledge in a modern situation, we should increase the cultural potential of each growing person as a condition of accumulation of the intellectual capital of society and a condition of its further cultural-historical development.

And at last, **the fifth sphere** will be formed by a difficult complex of works on comprehension and development of the system of researches of correlation of the effect of the focused and chaotically acquired information and their "knowledge choice" in the mass media and the knowledge acquired within the purposefully organized, constructed and scientifically substantiated forms of education – from the preschool to the high school level. Further, this complex of works will concern the identification of how information of the mass media (including noise) can develop into built knowledge structures in order to organize training on the basis of development of the integrated thinking taking into account the necessity of active use of a choice from a general flow of information of significant materials and formation of the program of training with wide use of ICT at maintenance of steadiness and active activity as the main basic text (book) information as a necessary condition of optimum development of intelligence and brainpower of pupils.

Constructing the whole of the multidimensional activity, the activity exclusively difficult, we understand that the transitivity of the modern era puts psychological-pedagogical sciences in an extremely difficult situation due to the lack of a national idea, underdevelopment of the purposes of education, ideals of the educated person in society. At the general understanding of that a new person (not a Nietzschean superperson, but the growing person of our time) has to be constructive and creative since he/she should project new reality and at the same time he/she has to be a man of considerable culture, according to Daniil Andreyev, "a person of the ennobled image" [9, p. 18], respectively we need to develop conceptual and theoretical schemes of the new content of education and new methods, forms, means of effective motivation of children, teenagers, young people to broadening of knowledge, growth of creative abilities and their realization in life, intensifying their self-construction. In this plan we need the organization of extensive scientific dis-



cussions for open comparison and competition of ideas on the most pressing problems and complex issues that will enable us to raise the general level of our professionalism in all lines – in methodology, theory, in the field of experiment, and also to provide consolidation of forces in deed, but not in word.

I would like to remind V.I. Vernadsky's opinion which is very urgent today. The great thinker wrote, "It doesn't perplex me that now the persons in whose deep spiritual force there is a huge, while invisible work, as though don't participate in life. Instead of them other people whose actions aren't restrained by a spiritual work are in the foreground. But the whole of this will disappear when there will be revealed the invisible in its external manifestations process which is a spiritual result of the world human consciousness. It ripens, its time will come, and it will say the last imperious word, and the powers of darkness which have emerged on a surface now, again will fall in a bottom ..." (On Russian intellectuals and education // Discoveries and Destinies. Moscow, 1993).

I'm sure that this fine foresight will come true very soon!

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GENERAL PSYCHOLOGY

Zvezdina G.P., Priymak E.N.**Military service in the value orientations
of young men of military age**

The article focuses on consideration of the problem of transformation of value orientations of young men of military age in a changing society. The authors show the place of military service in the value orientations of modern young men. Revealing the changes taking place in society, the article focuses on the transformations that have affected the army, and the psychological problems that it faced. The empirical part of the study is the analysis of the results of multiple diagnostic tests and monitoring to study the attitudes of young people to serve in the Armed Forces of Russia, the study of value orientations and spiritual and moral foundations of young men that determines their position in life. Being based on the analysis of empirical studies the authors have shown that the process of self-identification of young people cannot take place without the process of reflection and sense formation, to which one should draw his/her close attention, especially in the transition of a modern army on a professional basis.

Keywords: *military service, army problems, readiness for service, value orientation, identity of young people, transformation of values*

The modern civilized world is undergoing profound transformations that Russia has not passed by. These changes have affected all spheres of human existence: together with the cardinal reforms in the socio-political and economic fields there are fundamental changes in the army. The scientists – sociologists, psychologists, political scientists, and other professionals, who are involved in the study of trends and regularities in the development of social and individual consciousness that occur at the stage of change of epochs, note a need to reassess the significance of many fundamental values, including those relating to the service in the Armed Forces.

The army is closely related to the main areas of the life of the society. Functioning and development of the army is determined, first of all, by the level of material production, the state of the military-industrial complex, that affects its providing with equipment and weapons, the quantitative and qualitative armed forces personnel. It is also important national and confessional struc-



ture of the army, their influence on the army personnel, the nature of the relationship between the military personnel, moral and political unity of the army and society, and morale in the armed forces. The state of the army is also influenced by social and economic processes taking place in the society, the spiritual life, the development of culture and science.

During the last decades the modern Russian army has been undergoing significant changes under the influence of socio-political and socio-economic factors, and it has faced a number of problems:

- social anomie, when former spiritual values are rejected and there are no new, which is dangerous for the society as a whole, and for the army;
- reduction of recruiting resources, the transition of recruitment for the army to a mixed principle, when the basic structure of military personnel is consist of conscripts and contract soldiers who has come to the army on a voluntary basis;
- reduction of a positive motivation of young people to serve in the army;
- reduction of the willingness of young men to serve in the armed forces which is developing in the deterioration of the adaptation of young soldiers in the first months of service at a time when there is increased information, physical, nervous and mental exertion, an increase of percentage of servicemen returning from the troops on the neuropsychic disorders (N.N. Kamenskov, 1987; S.A. Nuzhin, 1997);
- contradiction between a relative freedom of the society and a complete lack of freedom of soldiers, between the natural rights and freedoms of an individual and their unconstitutional exclusion in the army;
- an early military age of young men and the emerging trend to lengthen the period of childhood, which often determines the unwillingness of young people to serve in the army.

Military service as a kind of an activity is a system of interrelated actions undertaken to achieve socially significant objectives based on the real and the potential use of weapons, military equipment and others. In its basic characteristics military service inheres in fighting character, increased moral, psychological and physical activity, requiring a special physical preparedness and emotional and strong-willed resistance, intelligent preparedness in the use of modern engineering tools and telecommunication technologies.

Organizational, legal and psychological uncertainty caused by the transition period in the army, leads to the fact that not only the level of discipline of soldiers reduces, but, first of all, personal-valuable sense of service in the army is getting lost. According to sociological and psychological studies anti-army sentiments are widespread among young people. At present recruits



and young soldiers interest in service has fallen down sharply. The number of those who consider the military service as a duty has increased more than 3 times. The number of young people who are indifferent to execute their duty to defend the Homeland becomes more and more.

According to the research by the Federal State Statistics Service a little more than a half of the surveyed young men (52 %) are willing and ready to serve in the Army. Most of them are found among students of vocational schools (60 %), and least of them are found among university students (40 %). Almost 90% of respondents have a positive attitude towards the contract service. More than a half of respondents (60 %) would avoid military service if they had a chance, and would spend the time on work or study. The number of young men, who are not ready to join the army physically and psychologically, is growing.

The analysis of the results of numerous studies shows that in the post-Soviet time difficult processes have taken place among the young people. They show reevaluation of cultural values of previous generations, breaking of continuity in the transmission of social and cultural experience. Tangible property has become much more important in the hierarchy of values of today's youth. Success in life and self-realization are more associated in the minds of young people with the material well-being and achievement of certain status positions in the society. Material wealth and a high status in the mind of the society and young people are essential attributes of masculinity [3, 8].

Today's youth as a whole is characterized by a change of directedness of life orientations from a social (collectivist) component to an individual one. Material well-being has become appreciated by young people much higher than freedom; the value of wages has prevailed over the value of interesting work. Inclination to individualistic value system is more inherent to Western culture: an attitude to the autonomy of an individual, rationality and respect for private property is recognized significant by modern Russian youth. In the first place young people prefer to take care of material prosperity. For most young people work has lost its meaning as a way of self-affirmation, self-realization. In their striving for good earnings and high income many young people lose their moral guiding line, and often conflict with legal rules.

Values always include moral concepts of an individual what is correct, positive or desirable; they are conscious or intuitive moral choice of that what is important and worthy for a person.

A special place in the value area is occupied by the values of work, and many psychologists believe they are basic coordinates of the whole value sphere of a person. In the context of many social sciences work values are regarded as an extremely important factor in human history, determined not



only economic development, but also rise and decline of entire civilizations. The pragmatic attitude of young people to work as to the basis of material prosperity often leads to an intrapersonal crisis, inability of prediction of one's own future and self-realization.

In determining the value of military service young people also appeals to the economic benefits and individual values to a greater extent. The study of R. Emtsov and M. Lokshin shows that the former recruits lose from 5 to 15 % of their annual income during the life. The acquired in the army military skills and professions often do not meet the needs of civilian life [4, p. 61]. Serving in the army conflicts with the life plans of young people, complicates the realization of significant individual values. In this connection the values of military service are losing their relevance in the minds of young people and acquiring a secondary character, attitudes to its active avoidance are being formed, and the society regards them quite tolerant. As a consequence of reduction of positive motivation to serve by conscription there is an increase of activity of the youth in its avoidance.

A.V. Smirnov studied attitudes of pre-conscription youth notes that 26,6 % pupils have agreed with the statement that "every man must do military service in the army, even if it is not in his own interests". The other point of view that "military service is a private affair of a person, every man must decide himself whether to serve or not to serve" is believed by significantly upperclassmen (59 %). About 12 % of senior pupils could not answer that question. About 3 % of the respondents identified their own position in regard to the military service, did not agree with any of the suggested points of view. The researcher notes that university students share the views of pupils on the subject. Among them the number of those who agree with compulsory military service is 18.6 %, while the number of supporters of military recruitment on a voluntary basis is 60 %. About 5 % of the students reported their own position which is, as a matter of fact, a specification of the first two points of view, 16.6 % were undecided [9].

Thus the proportion of boys who regard military service is obligatory is even less among students than among senior pupils.

The implementation of contract principle of service in the armed forces has its characteristic features and problems. The transition to the recruitment for the army on a contract basis assumes fundamental changes of not only the structure of the army, but also the content of many concepts, including the concept of "military duty". Today one of the main problems in reforming of the Armed Forces is an emerged contradiction between the moral duty of a soldier and his legal status. The moral-psychological factor has always had a great importance for the military fighting efficiency of troops. The ex-



perience of national and world history is clearly proved it. However, today, in present-day Russian life, the problem of morale of the troops is getting particularly acute.

The military duty of a citizen to the State and the society as a moral category and entry into military service on a contract basis as a market category assume completely different moral and legal foundations for the execution of the military duty. The importance and necessity of a shift of training guidelines of military personnel to formation of the public spirit is determined by the fact that the contract army will be weaker than the conscription army in a number of political and social positions. First of all the contact between the army and the society is weakened. According to experts, conscription military service is an important factor of social mobility and interethnic communication of the population, "a school of life". The contract army by its nature is caste, corporate. It will objectively reduce the level of the public trust in the army, on the one hand, and a sense of personal responsibility for defense of the Homeland, on the other hand. This non-identity of the army and the society necessitates permanent efforts to integrate the armed forces with the civil society [7].

The moral justification, ideological "reinforcement" to execute military duty is sharply weakened with introduction of the contract service. Thereby the roles of legal regulation and material encouragement are greatly increasing. The legal regulation is just starting improving, and material encouragement can not be guaranteed, budgetary provided today.

The foreign experience in reforming the armed forces, the detection of adverse changes in the army also indicate that increasing the "technical", narrow-professional level of military personnel does not often solve the social and psychological problems, including the problem of discipline. For example, American experts believe that the main factor that contributes to reducing the number of disciplinary cases is that fact that the high level of discipline is primarily maintained by administrative and legal means, and only then by the knowledge of military personnel of their duty.

In the context of the devaluation of values in the modern society, national spiritual values that have always, regardless of the political situation, cemented the society, have been losing their significance and regulatory function in the army. They are patriotism and willingness to serve the Homeland, adherence to military duty, and pride in belonging to the Russian Armed Forces.

It is known that during the transition period many contradictions and diseases become more intense. The transition of the Russian army to the mixed type of service activates many social and psychological problems and conflicts that existed before, even in a rudimentary form. Today we can es-



establish the intensification of such “traditional” for the armies of many countries phenomena (although, to a variable extent) as bullying, protectionism, international conflicts (national, racial, fellow-countryman’s sectionalism), malpractice, deviant behavior (alcoholism, drug addiction, homosexuality). As reasons for intensification of these problems researchers designate features which are characteristic for a society in transition. They are an “erosion” of the normative-value system that regulates the behavior of people, weakening of social control, sharpening of social interests that inevitably lead to the unification according to social, territorial, ethnic, clannish, etc. integrating grounds. The main condition for the solution or, at least, mitigation of these problems is a creation of a new sustainable system of values, moral and legal norms of behavior. The military reform is able to solve them to the extent which will contribute to the process of statutory and regulatory stabilization of the society [7].

The targeted work to form value orientations of young people must take into account both the transformation processes taking place in the society, and mechanisms of transformation of sense-value sphere of an individual. Under the current definition, “the transformation of value orientations of an individual is in transformation of the internal basis of the existing system of values; it is characterized by qualitative changes of its core elements on the basis of the political interests of the authorities and the society, taking into account the features of mentality and traditional culture whatever changes happen” [8].

D.A. Leontiev reveals mechanisms of transformation of the sense sphere of an individual through the process of conversion, as a result of which “the original system of relations is minimized, mediating links and intermediate dependences are reduced and fallen out, some characteristics of the object which are functionally important in the given converted form are found, and others which are of no importance for the relevant aspects of its operation are deleted. All these transformations are determined by nothing else, but the properties of the substrate in which the original subject content is incarnated” [5].

Normative value systems that are specified by the current level of culture are generated by social practice and social experience. The dynamics of the normative-value system “develops from thinking on the level of personal meaning through forming social values up to the full institutionalization of the program of social activities, which underlies it” [10]. G.L. Tulchinsky notes that identifying individual, personal and social relationships it is possible to point at their interdependence and interpenetration. “However, one cannot but admit the obvious fact: personality is a source, means, “mechanism” of dy-



namics of understanding and sense-creation. It is exactly that field where this dynamic is developing, and in particular its energy generates this dynamic, potentiating being”.

Under all circumstances and changes the sense-value structures of consciousness are inherent to the inner world of an individual. Thereby, the value orientation and attitudes can be considered as the most essential tool of self-regulation of an individual. The value orientations underlie the search of personal identity with his/her inner “Self”. Therefore, they are a flexible and constantly corrected relation between an individual and the society, between creating awareness of the subject and his/her responsible personal choice [2].

Spiritual and moral foundations and values are important components of the education of the younger generation. Internalizing behavioral standards of dominant social relationships, a young person can determine the boundaries of his/her external identification only in the context of culture, unifying his/her spiritual needs, and leading them mainly to the recreational field. Such an external identification has a conformist nature and forms an attitude of quasi-assimilation of spiritual values. Discovering by an individual conscious beliefs and value orientations that determine his/her social role is a process of self-identification. The essence of self-identification is in understanding oneself as integrity in the process of determining the boundaries of one’s own cultural identity. The process of self-identification cannot take place without processes of understanding and sense-creating. I.V. Abakumova specifies mechanisms of sense-creating and notes the crucial importance of life-senses as an attribute of the life-world, on the one hand, and as a stable core system of senses of his/her subjective world, on the other hand. “The closure of the sense components of the subjective experience of a person, the sense matrix of his/her consciousness on life values of life-world of the person transfers them to the level of personal meanings, inversely affecting the stable sense structure generated them” [1].

Strengthening the spiritual and moral foundations of the Armed Forces, relying on historical experience, combining realities of the present and prospects of the future in development of the nation and the State will allow young people to come to the social, cultural and civic identity and will primarily contribute to forming moral objectives and values.

Moral objective causes a huge mobilization of forces for a long period of time – for the prospect of creative activity and self-realization. The specific objectives do not have such a character. After their reaching a decline in activity quickly comes, fraught with depression and boredom. In making vital decisions it must be given a place to a phenomenon that might be called



a social-psychological realism, an ability to determine the correspondence of one's own "Self" to that social space, which the real life situation implies. Exactly the sense core structure of personality makes its basic "Self", and implements sense regulation of life activity of an individual [2].

The transition of the army to the professional base requires a special approach to the organization of the social environment for the military personnel, which is characterized by its subculture, the system of specific values and norms that regulate human behavior, reliance on its personal potential. Training and education of recruits are the kind of "military socialization", internalizing of relevant values and norms, among which the values of humanism and patriotism, the values of a free democratic society and the change of the "image" of the army in the minds of the military personnel and the whole society must take an important place.

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**Dzhalalov S.S., Rudakova I.A.**

Methods and techniques of learners' teaching of sense reading in a value-sense textbook

The author argues that the main purpose of sense reading is a disclosure of the sense of the educational text of a textbook. For that a learner has to pass certain phases of activity and execute primary sense-actions, among which there are the most significant: sense perception, sense identification, sense generalization, sense analysis of the text, and sense reflection. The article reveals and describes the methods and techniques of teaching adequate to sense-actions, which are focused on the initiation of learners' sense formation in the educational process.

Keywords: *sense unity, communicative sense, sense-actions, sense perception, sense identification, sense generalization, sense analysis, sense reflection, textbook, teaching text.*

Relevance of a subject of research is caused, first of all, by the active address of the new psychological-pedagogical direction – sense didactic (I.V. Abakumova, P.N. Ermakov, K.Yu. Kolesina, L.C. Kagermazova, I.A. Rudakova, V.T. Fomenko, etc.) – to reconsideration of its basic categories, among which a considerable place is assigned to the didactic means – the textbook. Its value destination consists in procurement “switching on” of mechanisms of learners' sense formation in the educational process.

The pedagogical aspect of a problem consists in teaching of sense reading as in a specific type of educational activity. Researches in this direction on the example of junior pupils are developed rather actively. However, as student teaching and experimental psychological research shows, at teenage age, on the one hand, there arise the problems of adequacy of understanding of teaching text in the textbook; on another, the emotional and sensible perception of the content of teaching text is lost, that negatively affects the sense development of personality (I.V. Abakumova, A.A. Adaskina, N.I. Zhinkin, etc.).

In this connection it is obvious the statement of the research task, connected with search of teaching methods in sense reading in the context of a sense-centered approach; it makes the work purpose.

Sense reading as a specific kind of activity is an object of research.



Methods and techniques of teaching of sense reading in a sense-value textbook is a subject of research.

Research tasks:

- 1) to reveal theoretical bases of sense reading as a condition of initiation of sense-formation of learners in the educational process;
- 2) to reveal and to describe adequate methods of teaching of sense reading in the system of sense-actions.

Sense reading differs from any other reading. In this kind of reading the learner comprehends the value and sense content of the text of the textbook. From a brief definition of the concept "sense reading" it follows that its structural components are, on the one hand, the text, on another – the subject of reading. Disclosure of personal sense is a result of their interaction.

The textbook can be considered as a text. A.A. Sabinina writes, "Teaching text is created according to the laws of the educational process – from the known to the new, at the same time the text is noted for deductive character of an exposition, can be accompanied by examples and illustrations, questions for mastering and fixation of the knowledge, which was received during reading. Teaching text, as a rule, isn't compressed, and can include emotionally influencing elements (metaphors, hyperboles, comparisons), allowing to remove stress" [20, p. 223].

Teaching text represents a product of the author's written speech activity. a written speech differs from a verbal one by that in the very form of speech activity there is a certain reflection of a condition and a purpose of communication, for example, between the author of the textbook and the learner.

In this regard it is possible to speak about the sense of the text. Senses are only in a reflection, only in a movement, in a communication stream with the person and with the text, they show themselves through themselves, are endured not through "reflection of extra text reality", but through the feeling, awakened by a reflection in the soul of the recipient [5]. The sense of the text is "that configuration of communications and relations between various elements of a situation of activity and communication, which is created or restored by the person, understanding the text of the message" [cit. 5, p. 132]. The sense of the text is synthesized by the recipient by a reconstruction of its many sides.

In the text it is also concluded the communicative sense, fixing the relation of its content to attainable purpose of communication. Therefore the understanding of communicative sense consists in connection of extent of coincidence of the sense, put in teaching text, both the author, and learners.

V.A. Kovshikov, V.P. Pukhov introduce the concept of sense unity of the text. Substantially the concept includes, on the one hand, sense communications between all consistent fragments of the text, which are finished in the



sense relation (sub-themes, subsub-themes, microthemes, “sense-syntactical integrity” – SSI). On the other hand, the main thought of the text forms the second “sense plan” of the displayed speech statement [9].

Describing teaching text from positions of sense, communicative sense and sense unity, we formulate thereby the main requirements to teaching of sense reading.

Sense reading from the direction of the text implies communicative interaction between the teacher and the learner for the purpose of extraction of sense of the educational text. And the communicative field is formed by the sense unity, in which all fragments of communications are subordinated to the main idea.

Now let's consider the subject's filling of the content of the concept “sense reading”.

I.G. Popova (2007) explains that comprehension of the sense of the phenomenon or process is closely connected with the manifestation of human activity [16]. For the disclosure of the content of activity of personality in psychology there is a concept “personal potential”, which is defined as a “system of individual and psychological features, underlying the person's ability to proceed from steady internal criteria and guidelines of the activity and to keep stability of sense orientations and efficiency of activity against pressure and changing external conditions” [11, p. 56].

The success of educational communication often directly depends on, whether they pave the way for educational information. In particular, V.P. Yassman writes about that, “The process of perception, understanding of educational information is mediated by the system of representations, which the student has in the present situation. It defines the student's attitude to a subject of discussion. It defines the level and depth of understanding of a material. The formed system of representations influences the level of students' interpretation of educational information, its correct many-sided understanding” [21, p. 2].

At such approach the educational text and the educational discourse are in interaction (coincidence or contradiction) of different ideas of knowledge, as a “dialogue of different pictures of the world”, “exchange and interweaving of different cultures” [2, 3].

Each personality possesses features of the “personal” meanings, actualized through the subject and diagrammatical codes of internal speech, features of a used lexicon (dictionary), grammar of speech statements, features of a prosody (melody-prosodic and emotional-expressive registration of speech), etc.

The originality of internal speech of the subject of speech activity in many respects is also defined by the specificity of its sense structure. In the condi-



tions of internal speech there is always special, "internal dialect". Gradually each word gets new shades, sense nuances that leads to the birth of the individual word meanings, clear only in internal speech.

Many researchers (L.S. Vygotsky, AN. Sokolov, N.I. Zhinkin, etc.) emphasized special meaning of an intra-speech link in realization of written speech, proceeding, in particular, from its maximum uncoiling.

Internal speech plays a huge role in speech processes of reading. In internal speech the text contracts in a concept (representation), containing a sense clot of a whole text fragment. The concept is stored in a long-term memory and can be restored in the words, literally not coinciding with the assimilated; such words integrate the same sense which contain in lexical integral of the received statement" [8, p. 85].

From the stated above it follows, first of all, that meaning of internal speech in the process of generation and perception of all types of oral speech is huge, i.e. internal speech participates actively in the communication act.

D.A. Leontyev writes, "On the basis of psychological structure of the same word there can be formed different active dynamic systems of senses, which act as basic elements of understanding, strengthening variable nature of understanding of the text. By the sense extraction from verbal meanings the subject attracts extralinguistic information, to which there belong images of subject reality, and also actions with it. Therefore, secondly, "from the characteristic of the sense as not observed education there is a turn to a meaning of life (being) problem, which is not completely expressible in meanings" [2, p. 23].

And thirdly, the sense meaning, connected with the knowledge of all variants of the correct use of the word in different contexts, can escape. That emphasizes the importance of a problem of teaching of sense reading [12].

The following logical procedure consists in consideration of the content of the concept "sense reading as activity". Each activity meets a fixed requirement of the subject and aspires to a subject of this requirement, i.e. activity of reading aspires to understanding of sense of the reading; at the same time the active attitude of the learner to reading is possible only in the presence of the reader's motivation [15].

Sense reading is defined as a specific form of conscious activity of the person, directed on understanding of the content and sense of reading.

What is a sense text processing? Within the framework of the system and genetic approach N.V. Nizhegorodtseva, T.V. Volkova specify, that sense text processing and transformation of sense action into a speech postulate belong to interpretative operations of activity of the second level. Approximate-research (text viewing, sense forecasting, planning) actions belong to the first level [13].



Sense text processing by sense reading as the activity starts through the process of sense perception of the text. The position of D.A. Leonyev, who has connected the perception of the text with the psychological term “psychology of an image”, is basic for us. The essence of perception of the text consists in the learner’s creation of a dynamic image of the content of the text, formed from basic elements – images of the content of the word. And further he notes an “unconscious character of synthesis of the image of the content of the text and the possibility of direct use in such synthesis of perceptual characteristics” [14, p. 12].

In the text perception process there is curtailment and development of the content, which is as a criterion of integrity of the text [17].

D.A. Leontyev continues thought that the knowledge of features of the person’s perception of one or another side of reality or his/her one-sided interpretation of objectively ambiguous events and situations, which are by-turn caused by his/her steady image of the world, in particular, by personal-sense transformations of this image, allows “to calculate” his/her life sense of people, situations, and circumstances, and on this basis to predict his/her real behavior in similar circumstances [14].

Thus, the sense perception of the text is one of the most difficult types of thinking, during which text signs turn into mental images.

Sense perception is one of understanding stages, along with identification, sense generalization (sense orientation), etc.

The sense identification of the text, according to E.N. Epishkina (2009), is a transforming process of written sequence of elements of the text in an identification of a situation, an event, a phenomenon – the picture of the world, which was described by the author. The author distinguishes two steps of sense identification, on each of which sense text processing is realized. At the first step of identification a scheme-image – a minimum sense unit – is created [8]. At the second step there are emphasized all scheme-images, by which it is created the dynamics of the development of an event in time and space. These two steps form sense composition and complete image-bearing picture of the text that provides its sense connectivity and unity of the readable text.

Sense generalization is considered as a result of sense-formative activity. If result of logical thinking is further movement from abstract to concrete, in image-symbolical thinking – from abstract the thought is directed towards sense concreteness, intrinsic essence-sense generalization. L.T. Potanina, A.N. Gusev write that construction of the generalized orientation forms peculiar “coordinate net” of reproduction [17].

The sense analysis of the text assumes establishment of sequence of events, vision of the hidden sense (A.A. Leontyev, L.F. Klimanova, O.V. Kubasova, N.G. Morozova).



The reflection is understood as the difficult multipurpose mechanism, causing understanding, rethink and correction of complete picture of the personality of itself (an image "I"), and also of its activity and behavior [4]. In other words, the reflection represents process and result of introspection by the subject of teaching activity its consciousness, behavior, internal psychical acts and conditions of own experience.

Let's generalize the aforesaid. First, the process of "switching on", "start" of sense formation is carried out in interrelation of sense structures of language and ways of emotional-image-bearing, sensual activity. Secondly, the process of "switching on", "start" of a sense formation corresponds to a sense activity, and namely to the following actions-operations: a) sense perception, sense identification, b) sense generalization as to result of sense-formative activity, c) the sense analysis as exposure of individual traits of object of studying with their subsequent synthesis in a complete structure/picture, d) to reflexive estimation of activity (sense).

It is also necessary to emphasize that in the research S.V. Borisova has offered more general criterion in a basis of formation of the strategy of sense reading – reading phases (a phase of preliminary orientation, planning, realization and control). Characterizing each phase (sense-orienting, sensory-perceptive, logic-semantic, sense-substantial), the researcher specifies that on each of phases there occurs a development of mechanisms of sense reading which include actions and operations; each phase of sense reading has to be focused on receiving result of sense reading [6].

All the designated sense-actions remain little-studied; they do not consider the processes of activation of representations of the life experience, allowing to identify the situations, the appearances, the events described in the text; features of sense generalization and sense analysis of the text are not revealed. Thereupon there emerges a problem connected with the teaching of sense reading by means of use of potential of didactic methods and ways in various age groups [6, 7].

According to the experiments realized in the pedagogical practice, there is a problem of adequacy of understanding of teaching text in the textbook. In particular, I.F. Nevolin paid attention to omissions and errors of significant fragments of the content and specifics of work with the text. So, before starting information search for the answer to the formulated question (after reproduction of the main content of the text), some examinees mentally "run through" the text, repeatedly comprehending its fragments in connection with the content of a question (retsipation process), plan possible zones of search (antitsipation process), etc., i.e. actively continue information processing, others start reading at once [16].



By studying the features of art perception of children and adults A.A. Adaskina has experimentally proved that in the conditions of traditional school teaching the majority of teenagers lose the favorable inclinations peculiar to younger children: their perception is noted for loss of emotionality and attention to sensual signs of a subject. Their descriptions are emotionally and figuratively poor. At the same time they pay attention to special teaching of development of art perception [3].

In various practices is amassed the rich experience on teaching of sense reading.

For development of adequate sense perception of sense of the text of the textbook it is necessary to use a method of keywords and key denotations because they are sense indicators, special tags [17], helping to curtail the sense. The choice of keywords is the first stage of sense curtailment, sense compression of the content of the text. The techniques of sense perception of the educational text are image-bearing and emotional memorization; creation of symbolical images, etc.

For development of sense identification (recognition) E.N. Epishkina has offered the method of visual segmentation of the written text. The essence of a method consists in widening and subsequent narrowing of quantity of marginal scheme-images for creation of an image of the content of the text. As in scheme-images there is the language and image-bearing identification of the text, the main methods of formation of its sense identification are, first, a fragmentary segmentation according to paragraphs. The paragraph in sense filling is a stanza which is a sense construction of the text and reflects the finished picture of a fragment of the text (G.A. Solganik) [7]. At the same time there are used the tasks, assuming division of the text into paragraphs – division of the continuous text into parts according to the main idea, containing in each of them, and also scheduling – reduction of information of the text to the main ideas which have been written down in the form of the plan, i.e. on points.

Secondly, there is emphasizing of the subject line or sense composition of the text. Further it is possible to pay attention to the ways of emphasizing of details of the text by means of sense intoning and pausing. One of identification ways is also image-bearing interpretation of the text: if the text shows dependence of change of any parameters – mentally to imagine the diagram of this dependence; if in the text there are compared various remarks, sizes – to imagine the diagram; if any phenomenon, process is stated – to consider them as alternating frames of the movie, etc.

By reducing the quantity of marginal images, by narrowing of the content of the text to the main characters and their actions there take place verbal and logical generalizations, the sense composition of the text comes to light [8].



The most effective and optimum development tools of sense generalization, acting as an orientation basis of actions of understanding are reference schemes of the semantic signs, allowing to submit subject, logical and intention plans of the text in the unity and interaction. At the same time it is recommended to use the following methods: exercise on addition – a working method based on a fragment of the text or a number of incomplete sentence which need to be finished, using information, received from the read text; logical regrouping/reconstruction of the sequence – redistributions of an offered material in logical sequence or according to the plan; naming – a working method based on appropriation of a name to an analyzed material (to the picture, to the diagram, to the text); compilation of the list – a working method, consisting in enumeration of objects or ideas, connected with a certain subject/situation (a choice of characters, changes in the nature description, sequence of occurring events); multiple choice – a choice of the correct answer from the offered variants.

For the sense analysis of the text there are important techniques of sense grouping of a teaching material and emphasizing of sense strong points, a sense ratio of what is learned in connection with something already known. The main techniques, which are used in textbooks, are a creation of conditions for comparison. It is comparison of the texts belonging to various kinds of literature, to various styles of speech, genres, various historical epochs, and various authors. At first the textbook offers comparisons of the manifold phenomena, obvious contrapositions. Then there are compared close phenomena and understanding of their features that assumes more thorough going-over, the fixed comparative analysis. Let's also note a significance of conversion of information – a working method, consisting in transfer of information from one form of its representation to another, for example: transformation of verbal information (the text, the sentence, the word) into a nonverbal one (the picture, the gesture and so on) or conversely; question-answer exercises – assume requesting and giving of necessary information; restoration/filling of blanks – a working method with the coherent text in which each word is purposely passed or covered by a number sign; anticipation/forecasting (anticipation techniques) – a working method directed at the development of the ability to anticipate the content of the text.

I.F. Nevolin wrote that in the textbook reflexive information, i.e. fixing in this or that sign form of the substantial attitude of the author to facts and the theory, to worried, to analyzed, to comprehended, to stated, to difficulties of reader's perception, understanding, storing can act as a specific means of communication, familiarizing of the reader with an inner world of the author [14].

Reflexive information can be interpreted in the form of making comments, explaining, directing, stimulating, emotional and estimating and other sign com-



ponents, and also system of images, comparisons, metaphorical descriptions. All this strengthens contact with the reader, intensifies the reading process.

As the didactic methods directed on initiation of a sense formation in teaching process there act the methods developed in the context of the sense-didactic direction by I.V. Abakumova, P.N. Ermakov, L.C. Kagermazova, K.Yu. Kolesina, N.N. Mironenkova, I.A. Rudakova, V.T. Fomenko, etc. [1, 18, 19]. Let's note the methods ensuring actualization of learners' subject experience; dialogue methods; methods providing self-expression of learners; methods of psychological and didactic support of learners. In this context various tasks for self-disclosure and self-expression can be offered to the student: individual tasks of an introspective orientation; tasks for a self-rating; the tasks focused on development of internal locus of control; chronotop-tasks, and also additive, compensating, disjunctive and conjunctive tasks [2].

In researches of L.S. Ter-Matiosova, N.N. Mironenkova, V.V. Sufiyanova, V.Y. Stupakova, etc. [1, 18, 19] there are investigated concrete methods providing self-disclosure conformably to sense and value barriers, to sense and value choice of the personality and so forth. In particular, it is recommended to use the methods of teaching providing conditions of increase in a resource of sense development of learners, allowing them to come out to the level of actualization of deep values and a real assessment of alternatives. There are situations which are classified by features of sense-technical influence and by features of operational structure of a choice. Interest represent the methods directed on "connection and change of the structure of alternatives" at the initial stage of the educational process for the purpose of creation of a continuum of senses (situational and steady, unconscious and conscious motives, purposes) of learners and on granting of freedom of choice of personal preferences [18, 19].

Scientific novelty and theoretic-practical importance of research consist in the following:

- 1) it is specified that sense reading obtains the specifics caused, on the one hand, by the features of teaching text of the textbook; on another – by features of sense development of the subject of learning;
- 2) it is shown that communicative sense and semantic unity are the main signs of teaching text of the textbook as didactic means of initiation of a sense-formation of learners in the educational process;
- 3) the subject's specifics of comprehension of sense of the text of the textbook is revealed. These are personal senses, internal speech and image-symbolical perception, etc;
- 4) the content of the main sense-actions of the subject of reading connected with the comprehension of sense of the text of the textbook is disclosed: sense perception, identification, generalization, analysis and reflection;



- 5) value of didactic methods and concrete techniques of teaching of sense reading in the system of sense-actions is emphasized.

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The problem of the psychological resource of the substitutive family

The paper considers topical issues in the sphere of psychological and pedagogical support of substitutive families at a selection and preparation stage. It analyzes the research experience of distinguishing and search of personal and family resources of potential substitutive parents. The article also introduces the results of the empirical study of socio-demographic and psychological characteristics of the citizens who have expressed a wish to adopt an orphan child; the comparative analysis of these characteristics obtained in samples of lonely and family candidates is carried out.

Keywords: orphan child, adopted child, substitutive family, personal resources, family resources.

The development of social practice, transformations of a social and economic character, the change of a social situation of development of a rather great number of children have made the problem of research of viability, resources and risks of the substitutive family urgent in the last decade. Today in the psychological practice of our country there is a significant number of studies devoted to research of features of orphan children, conditions and factors of their adaptation in the substitutive family, to identification of criteria of successful substitutive care. At the same time the search of significant social and psychological criteria which would allow effectively to decide the issue of selection of a resource substitutive family and to predict the quality of substitutive care remains urgent.

The substitutive family has the specifics which is expressed in inclusion in the family system of the child needing the compensation of a lack of adults' love and warmth, rehabilitation after psychological traumas, correction of disorders of behavior, compensation of a lag in development in comparison with contemporaries. One more distinctive feature of the substitutive family is a necessity of creation of the relations "the substitutive parent – the adopted child" out of a common biological context taking into account the influence of the relation of substitutive parents to blood relatives of the adopted child on his/her development. Solving these problems presupposes the existence of considerable personal and family potentials of candidates for substitutive parents.

Now the state policy in the field of the development of a family life of children without parental support is focused on simplification of the procedure



of registration of necessary documents, material stimulation. At the same time the program of obligatory training of the citizens wishing to adopt an orphan child is approved.

The practical experience of support of substitutive families gives us understanding that training for adoption of the child decides only a part of the issues connected with adoption of the child, and is an auxiliary component which can be actualized at various stages of the substitutive parenthood. Even having the experience of passing training according to the program of "Schools of Adopting Parents", facing the reality of the adaptation period, substitutive parents experience the upbringing uncertainty, confusion, find it difficult to correlate the observed behavior of the adopted child to available knowledge of it (in the event if the parent has no experience of the adopted child upbringing). "Unnormativeness" of the behavior of the child comes into conflict with the available standard of social experience of the parent.

Studying personal and family resources of candidates for substitutive parents makes it possible to answer the following questions, "What should be a child or children that the family can adopt?"; "What is the basis for establishment of relations with the orphan child, during his/her upbringing?"

Studying of a psychological resource of candidates for substitutive parents was a purpose of this research. During this research we have solved the following tasks:

- 1) construction of a psychological portrait of the potential substitutive parent;
- 2) studying the motives of decision making concerning adoption of the child;
- 3) carrying out the comparative analysis of psychological characteristics of the married and lonely candidates;
- 4) revealing the request for a psychological assistance among potential substitutive parents.

Families have various compensatory opportunities which are reflected, according to V.N. Oslon [3], in the nature of social communications of a family, its system features and the personal features of its members.

In result of studying social and psychological conditions of successful adaptation of the adopted child O.K. Minevich [2] has defined as the optimum: social experience of the child, his/her psychophysiological characteristics, personal features of both the child, and substitutive parents, and also the quality of matrimonial relations.

Studying social and psychological determinants of successful substitutive parenthood, O.G. Yaparova [5] distinguishes such personal characteristics of substitutive parents, as openness, flexibility of attitudes, tolerance, frankness,



self-control and emotional stability, low aggression, calm relation to failures which promote formation of effective relationships and interrelations in a foster home.

Considering socio-psychological and personal characteristics of readiness for substitutive parenthood, T.E. Kotova [1] has distinguished the following personal characteristics: authenticity and consciousness of a choice to become the parent of the adopted child, acceptance of the responsibility for making decisions, experience of crisis situations, need for self-realization as a reception parent, consciousness of own identity.

On the basis of the scientific-theoretical analysis we have revealed social and psychological criteria of an assessment of readiness of candidates for adoption of the child. It made it possible to create a predictive social and psychological portrait of the potential substitutive parent.

As criteria there were distinguished (J. Rycus, R. Hughes, V.N. Oslon): motivation to adoption, spouses' coherence of motives of adoption, relation of family members and immediate environment to adoption, stability and quality of matrimonial relations, degree of satisfaction with various aspects of candidates' activity (family, career, marriage, family values), ability of a family to cope with a stressful situation, relation to a biological family of a future adopted child, degree of openness of a family (ability to accept aid, to interact with immediate environment), degree of readiness for cooperation with support services, degree of personal maturity of candidates (ability to control emotions, critically to estimate own strengths and weaknesses, self-relation), actual functional state of the candidate, aggression level (formation of attitudes of social cooperation).

In the absence of children: existence of the experience of upbringing of somebody else's children having different problems (emotional, behavioural, physical).

In the presence of the blood or adopted children in a family: children's idea of the features of family relationships, features of upbringing (empathy, patronage level during upbringing, degree of satisfaction of children's needs, quantity and quality of requirements).

In the presence of the adopted children in a family: parental skills (enjoyment of upbringing, empathy, ability individually to approach a child and to react accordingly), degree of the child's satisfaction with living in a family (the system of relations to family members, self-relation, actual emotional condition, degree of adaptation in society – kindergarten, school), existence of positive dynamics in the child's development.

The distinguished criteria have formed the basis of the carried out research of psychological readiness for adoption of the child among the citizens, wishing to take part in a family life of children without parental support. 70 people



(persons) took part in the research (during 2011). The analysis of socio-demographic and psychological characteristics of the specified group reflects the similar tendencies observed in previous years (2009–2010). On this basis it is possible to consider that the data given below is representative.

In the studied scientific literature there are discrepant conclusions about the resources of lonely parents. So, as the risks of the development of the dysfunctional child-parental relations they specify the prevailing motive of overcoming of loneliness, compensation of a lack of emotionally close interpersonal relations, tendency to establish symbiotic relations with the adopted child, and unresolved problems of separation. On the other hand, according to V.N. Oslon, the incomplete family does for placement of children who have been recently withdrawn from a family owing to child abuse, sexual violence. As a result of the conducted research of socio-psychological determinants of a successful substitutive parenthood O.G. Yaparova draws a conclusion that such social factors as the type of family and marriage relations aren't significant at an assessment of the success of the child's adoption. This contradiction has caused the research interest.

On the basis of the received results there was an opportunity to make the typified portrait of lonely and family candidates and to assume that the degree of the expressiveness of the presented criteria in these two samples will be differ. According to the research project the samples of lonely and family candidates for substitutive parents were created.

51 persons have formed the sample of family candidates; it formed 60% of the total number of respondents, where according to gender distinction women prevail (57%). Higher index of women is provided at the expense of those who choose blood care and don't involve spouses in examination.

More than a half of the candidates are under the age of 40 years; they are characterized by a relative stability, both material, and personal, existence of the idea of extending life prospects and the need for self-realization. The candidates under the age of 50 years have made 28%; the index of candidates over the age of fifty years considerably decreases and forms 16%. 22% of respondents are city dwellers.

The educational qualification reflects prevalence of respondents with primary professional and secondary education (78 %) that characterizes the sample of family candidates as people focused on practice, who appreciate the process of activity, most often a traditional one (farming for self sufficiency combined with professional labor activity). 84% of candidates are considered busy (employed).

For 35% of respondents it is a second marriage. At the time of carrying out research the marriage of 66% of families lasted for 10 years. These are



spouses (in a first, or second marriage), feeling need for upbringing of a child together, which hasn't been satisfied at this life stage. As a rule, in the experience of married couples there is an unsuccessful pregnancy (Eco-pregnancy or natural pregnancy) or medical contraindications. Some people have no children for the reasons unspecified by medicine. 33% of candidates have no children.

Those family candidates who possess the experience of upbringing have realized it only concerning blood children, i.e. there are no candidates with the experience of upbringing of adopted children during 2011.

The tendency of prevalence of such form of a family life of orphan children and children without parental support as blood care (34% of families) remains. According to observations this indicator is rather stable. The index of the number of adoptions grows every year and is equal to blood care (also 34% of families); simple care makes 21% of families that reflects some decrease in comparison with the previous periods; the same tendency is also observed with opening of foster homes – 10%. Most likely, the low index of people wishing to open a foster home is explained by candidates' unreadiness to interference in a family life and control from the state. The increase in adoptive parents reflects a growing number of spouses who have the problems connected with reproductive health.

In result of the research it was shown that a psychological condition of the majority of candidates is favorable, which ensures them to cope with psychological and physical loads rather effectively. The index of anxiety of 81% of respondents corresponds to the low or average level.

In the sample of family candidates a variety of a motivational complex is noted. Quantitative expressiveness of motives of the sample of candidates for substitutive parents ensures to range according to the expressiveness degree the following of them: need for performance of parental duties, desire to keep conditions of family upbringing for the minor relative, desire to provide the orphan child with conditions of family upbringing, stabilization of matrimonial relations, compensation of the loss of a blood child, search of meaning of life and desire to improve the family economic conditions (possess equal expressiveness), opportunity to get a "friend" for a blood child, altruistic motive, call of duty, desire to correct errors of upbringing of blood children and to prepare the adopted child for adult life. According to many researchers, the motive at the heart of which the desire to execute parental functions lies, possesses the greatest energy potential.

The results of the analysis of family sociograms of candidates and comparison of the results with the results of questioning and interview show a lack of obvious conflicts between family members that is expressed in the presence



of the author in both versions of the sociogram and the presence of all family members. In 90% of cases there is an inclusion of the potential child in a family system in the version of an "ideal" family.

The dominating position of parents in relation to children's subsystem can become an essential compensatory resource of a substitutive family in upbringing of the adopted child feeling need for safety. The domination is expressed in predictability, sequence of a parental position, existence of clear and simple rules. Such a vertical hierarchy is more often observed among family candidates (65 %), than among lonely ones (27 %). The last assume more democratic relations which are expressed in a linear arrangement of the members with insufficient role differentiation.

At the same time 45% of candidates have a considerable expectation connected with the improvement of life quality after adoption of the child in a family, namely: increase of satisfaction in life (12% of candidates have a considerable difference in the version of a "real" and "ideal" family at the image of family system); the signs of improvement of a condition of family members after adoption of the child, increase of their importance, increase of unity between them (the increase in the size of the circles representing family members or the author, reduction of distances between family members) is expected among 31% of the examinees.

The results of the Colour Test of Relations (CTR) have revealed the positive relation of spouses to each other among 80% of candidates, the positive or positive and neutral attitude towards the potential child – among 85% of candidates. The overwhelming majority of respondents have a positive image of the present and the future. 55% of respondents have an unambiguously positive self-relation. The index of candidates with the neutral-negative and negative self-relation is considerable; it forms 18% and corresponds to some candidates who can't have blood children on health grounds.

The analysis of the data obtained in the sample by the Hand-test has revealed the existence of answers in all categories of the test that reflects, on the one hand, a difficult and rich mental life of candidates, and on the other – the answers of the Bas category (improbable and frightening answers) and the Fail category (absence of responses to the shown stimuli) in combination with the Des indicator (description without the motivation to act) increase the probability of a tendency to escape from reality, personal disadaptation.

The categories of answers reflecting a tendency to social cooperation, cooperation of Com (communication), Aff (emotional and positive relation) and Dep (dependence, support search) made 36% from the total number of answers that testifies to an orientation of candidates both on close emotional relationships, and on social contacts at a business level. These tendencies



counterbalance aggressive and directive ones – Agg (threat, attack) and Dir (domination, leadership), and reduce the probability of open aggressive behavior – a sample indicator $I < 0$. At the same time by consideration of individual indicators of I it should be noted that 10% of the examinees have $I = 0$ that increases the probability of manifestation of candidates' aggressive behavior in significant situations in a (inner circle) close circle; 20% of candidates have a real probability of the aggressive behavior actualization.

The indicators of the categories Act (actions not demanding the presence of another person) and Pas (passive not demanding the presence of another person), reflecting the expressivenesses of the experiences connected with the subject depersonalized environment of the examinee, are in norm limits. In this case the "norm" concept is used conditionally and reflects some balance between the tendency to decrease in the importance of society in life of the examinee and the tendency to the raised social susceptibility.

The sample of lonely candidates was formed as follows. 40% from the total number of families possess the status of incomplete families. The index of lonely women in the sample of incomplete families corresponds to 90%. For the further analysis we will use the part of the sample of incomplete families from which we have eliminated 42% of respondents since the form of a family life chosen by them (blood care) is initiated by temporary changes in a family situation (employment of parents in other city, moving of the child to more favorable southern climatic conditions) or radical changes (death of a parent).

In the studied sample, in comparison with family candidates, the age range has some shift, the main contingent is at the age from 34 to 45 years (82 %). The educational qualification reflects an equal ratio of candidates with primary professional and higher education. These indices differ from the indices on the educational level of family candidates among whom the persons with primary professional education prevail.

A third of women have no experience of upbringing of children; 18% of women have experience of education of both blood children and the adopted ones. The obtained data differ from the information on family candidates among whom no one possesses similar experience. It is necessary to notice that this tendency is characteristic only for the studied period. In previous years 30% of substitutive parents addressed to the experience of repeated adoption of the child.

In spite of the fact that 55% of respondents choose simple care as a form of a family life, as a rule they are focused on long substitutive care. The choice of the specified form is explained by the desire to keep the privileges guaranteed by the state for children from this category of families. The procedure of



adoption is chosen only by 18% of respondents. The same index reflects the candidates' desire to establish a foster home on a professional basis (18 %).

The neuropsychic condition of the overwhelming majority of potential substitutive parents of the studied sample is characterized as good. 73% of respondents possess a low or average level of anxiety that differs from the results in the sample of family candidates where this index is a little higher.

The motivational complex of this sample is presented by the need for performance of the duties of parents, desire to provide the orphan child with conditions of family upbringing, desire to overcome the feeling of loneliness, search of the meaning of life, and desire for self-assertion. From the presented information it is obvious that the motivational complex of lonely candidates isn't such a various complex in comparison with family candidates; it has both similar and different positions.

The analysis of the data obtained in the sample by means of the Hand-test has revealed the existence of answers on all categories except Fail F Bas. The categories of answers of Com and Aff, Dep made 37% of the total number of answers; it insignificantly differs from the index in the sample of family candidates. The indicator of aggressive and directive tendencies is insignificantly lower, than in the sample of family candidates. The low probability of the open aggressive behavior is predicted among 91% of candidates ($l < 0$) that considerably differs from family candidates (70%).

The indicators of the categories Act and Pas reflecting the degree of expressiveness of experiences, connected with the subject depersonalized environment of the examinee, are normal, but in comparison with indices of family candidates it is higher.

The data obtained by means of the Color Test of Relations of A.M. Etkind ensures us to say that 73% of respondents have the positive relation to the potential adopted child. 27% of respondents have neutral negative attitude. In this sample there is no negative self-relation among the candidates. 91% of respondents have a positive image of the present; 91% of respondents have a positive image of the future.

The results of the analysis of family sociogram of candidates show that, as a rule, they include the potential child in the family system in the version of an "ideal" family. The signs of the adequate family hierarchy are revealed among 27% of the examinees. 64% of the candidates from the sample of incomplete families have considerable difference in the version of a "real" and "ideal" family at the image of the family system. These distinctions can be shown not only in the image of the prospective husband, children (sometimes blood), but also dead close relatives (parents). That is the image of an ideal family for lonely candidates has a compensatory or unrealistic character.



The analysis of the obtained empirical data ensures us to create the program of the psychological support of candidates for substitutive parents.

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Prokofyeva N.V.

Features of the moral and ethical reflection of the modern adult

The article deals with the analysis of such a complex and multifaceted phenomenon as a moral reflection. This paper follows the idea of special relevance of the study of moral and ethical development of modern personality and the real needs of both science and society in a new psychological understanding of this phenomenon. The work summarizes the views on these issues formed within the humanistic-oriented branches of psychology, draws a parallel between moral reflection and successful personal development, and demonstrates the need for both individuals and society to create awareness and moral responsibility for it. The empirical part the article presents the results of the first phase of an experimental study of moral and ethical reflection of the modern adult and outlines the prospects for further progress of the experiment.

Keywords: *moral and ethical development, moral and ethical reflection, moral and ethical autonomy, responsibility, self-reflection, personal development, self-realization.*

The problem of studying the moral development gets a special relevance in the modern Russian society. The previous system of moral values and ideals was rejected, traditions and social regulators that operated in the past was entirely destroyed. Many people are in a situation of existential and ideological vacuum, they lose the meaning of life, which leads them to the need to find support inside them, to ensure their own ability of directing and regulating their life. Need for personal moral and ethical autonomy has increased, which involves self-selection, decision-making and fulfillment of certain actions on the basis of intrinsic criteria, taking into account their own psychological characteristics.

Moral and ethical development as a component of personal development – this is the way a person lifetime long. This complex, multifaceted process implies both psychological maturity and spiritual formation.

For modern psychologists this is quite obvious. But solely the reflection of significance of the process on the necessity of individual moral development is not sufficient to answer the questions what leads modern man to total frustration, to inability to be a full-fledged creator of own life and, to create a quality of life that inspires and leads him to the full disclosure of himself in the context of contemporary realities of life. There is a real need, both science and society in the new psychological understanding of this category.



There are a little bit works devoted to this subject despite the fact, that under the national culture mechanisms of transmitting spiritual and moral values is incredibly complicated, healthy socialization of young people is difficult, and there are no social programs to help adult with understanding of and adherence to its own true values.

Due to the obvious “complicated reality” of modern times and the speed, the reality of the modern environment changes, the need for the study of personal qualities that help a person to effectively build its vital reality, while maintaining their integrity and individuality raises [6]. Many modern psychologists have pointed out that the necessary elements for this is the desire for personal development (self-realization) and the capacity for moral and ethical reflection. The relationship of these trends led us to our scientific interest.

The complex realities of our time dictate the need for translation of moral categories from the ideal to the real field, which every man understands as his development field [10].

Person develops morally in stages, gradually learning the meanings of his life by organizing own crystal of life values and priorities, which allows him to bear the full responsibility for himself and his life. “At the stage of assimilation of ethical standards through a system of personal values the person, using all the mechanisms of the generation of meaning, comes to “positing” of meanings when the meaning of comprehended content is revealed through the specific existential act in which the subject sets the value of something in his life by his conscious and responsible decision” [1, p. 49].

The capacity for self-reflection (the ability to assess the past, analyze the present and plan for the future); the ability to self-willed and healthy behavior; responsible attitude to the world, to himself, to surrounding; a critical assessment and choice of own values system and ability to develop on this basis creatively and professionally – all these concepts are modern psychologists believe to be the key to ethical and moral development of healthy personality.

Based on the theoretical analysis and review of empirical studies, we set the scope of empirically measured different level constructs, which have relevance to the moral reflection and the phenomenon of self-development, that meet the logic of our study. Such constructs are: the level of belonging to a moral issue; moral settings coming from the degree of importance of certain moral categories for the individual; the level of moral education; the level of development of the sense sphere (meaningfulness, richness of life, satisfaction with self-realization, the presence of meaning in life and life goals); orientation of responsibility in the form of internal or external locus



of control; the overall level of reflection; the desire for self-realization. Psychometric methods, which measure these constructs, were included into the prepared test battery.

Exploring the concept of “moral and ethical reflection”, we are appealing to the semantic field that exists in modern psychological understanding of this problem, and rely on the degree of elaboration of this problem in the context of acceptable for today, because 20 years ago these categories had quite other content and were interpreted quite differently. An investigation of moral and ethical standards includes two trends: the first – the understanding of man as a social individual who follows public morality, the second (the modern approach) – the understanding of man as a person who aspires to perfection (self-fulfillment, maturity, individuation, integrity), and understanding of morality as the way to the inner self improvement.

Until the 60's in the West and until the mid 90's of XX century in Russia the freedom of choice of person was excluded, the responsibility for moral education was given to society, and all the moral choices of people had to be subordinated to purely social utility.

For the first time the problem of moral and ethical self-determination in terms of free choice of the person appeared in the existential-humanistic school, the main representatives of which are D. Byudzhenal, K. Rogers, A. Maslow, E. Fromm, V. Frankl, R. May. Scientists of this area have first talked about issues of self-realization, focusing on the spiritual and value component of development and on implementation of the internal spiritual content of the personality.

In Russia within of non-classical psychology this problem was studied by B.G. Bratus, E.V. Galazhinsky, V.E. Klochko, D.A. Leontyev, S.L. Bratchenko and as part of the spiritual and moral psychology by B.S. Bratus, V.I. Slobodchikov, F.E. Vasylyuk.

Understanding of the nature of man as a being a free, responsible, having the dual nature as material and as spiritual, which also does not deny his sociality, was formed within humanistic oriented directions. It lets talk about the problems of moral and ethical issues of self-determination and self-realization as two inter-related and mutually initiating categories suggesting personal development.

Thus, the relevance of the theme of our study is due to the increasing role of man in the definition of a vector of personal development and the need a moral certainty and autonomy for this.

The purpose of the initial phase of the experimental study was to split respondents into two experimental groups in terms of moral and ethical



reflection. To do this, we have developed two questionnaires: the questionnaire no. 1 – to study the level of a moral reflection; questionnaire no. 2 – to study the overall level of significance of moral categories and to identify the most important moral categories for the modern adult.

At the beginning of the study 200 people voluntary participated in the survey: 110 men and 90 women, aged from 35 to 63 years. All respondents are Russian, residents of Moscow. They consider themselves to Christianity (without specifying the spiritual direction: Orthodoxy, Catholicism, Protestantism) or are not able to accurately classify themselves to any type of religion.

In the primary stage of the research in the processing of questionnaires 30 people have been excluded from the list of respondents, since they showed complete ignorance, alienation and not involvement in the subject matter of the proposed material. In the next step in the study 170 people were involved: 100 men and 70 women.

First questionnaire, was offered to the respondents, consists of 14 questions designed to identify the level of moral and ethical reflection. The survey results were processed using quantitative content analysis. The procedure of the content analysis was to search through the text processing units of analysis, reflecting the confirmation of the presence of the object tag, reflecting in the certain characteristics of the respondents, which is significant for our study. Categories of analysis were identified by deductive method of semantic field issues. The number of categories coincides with the number of questions in the questionnaire. Each category corresponds to a specific question of the survey. Subcategories of analyzes were derived using the inductive method based on the study of responses.

At first, informative elements of the text were identified, and then entered together into one list and summarized in the categories. The criteria for assessing the presence of a particular category was presence in the text any of the units of analysis, such as: word, phrase, sentence, opinion, statement, feeling, family name. The fullness of answer the question also was taken into account. So, we have examined closed answers, which do not assume semantic verification, how the absence of category of analysis, that do not contain emotional and personal attitude to the problems of a given issue. Based on the analysis of the text, we compiled a dictionary-classifier and a coding matrix of content analysis. The scoring procedure was performed at a predetermined scaling methodology: for each question of the questionnaire respondents got either "+" or "-", which suggested the presence or absence of a certain category of content analysis in the response.



The second offered questionnaire was the questionnaire no. 2, consisting of 40 items, which include moral categories that the respondents should assess by degree of importance for themselves from 0 to 10 points. Score points made by adding the amounts for all items of technique. The maximum expected number of points – 400, minimum – 0. Then more points respondent scored, then higher the level of significance of moral categories to him.

We transferred the scores obtained from the results of two surveys (questionnaires no. 1 and no. 2) to the normalized values (i. e. we normalized indicators of each respondent to a common base, led them to one). Thus, the maximum value for each of the studies is one, and the minimum is zero. Next, we combined the results of the two methods by calculating the mean value between them. For this purpose both studies are considered equivalent, i.e. the weight of each factor is 50 %, which allows us to find the result using the simple average method.

We ranked the participants' results from the lower to the higher value in accordance with the hypotheses and objectives of our work, then we formed two groups with the same number of respondents by 60 people, excluding the middle part of the sample (50 people), i.e. respondents with intermediate values.

The first group includes respondents with the lowest amount of points, with an average final value of two surveys from 0.31 to 0.45 (in the future, a group no. 1) – respondents with a low level of moral and ethical reflection.

The second group includes respondents with the highest number of points, with an average final value from 0.70 to 0.85 (in the future, a group no. 2) – respondents with a high level of moral and ethical reflection.

The results of the first phase of an experimental study

After processing questionnaire no. 1, we have identified 14 categories of content analysis:

- 1) respondents' assessment of morality as a necessary personal quality of modern man;
- 2) semantic field formed on the concept of "morality";
- 3) presence of positions on moral and ethical state of modern society;
- 4) discussion on the moral and ethical topics with other people;
- 5) personal attitude to the subject of the causes of moral degradation of modern personality;
- 6) ability to give spiritual and moral assessment of the another person identity;
- 7) responsible position relative to own level of moral development;



- 8) aspiration to concrete moral ideals;
- 9) reading spiritual and moral literature;
- 10) loving classical music;
- 11) presence concrete moral acts in own life;
- 12) interesting to moral oriented subject of the questionnaire;
- 13) desire to improve own knowledge of moral and ethical phenomenon;
- 14) aspiration to develop own level of internal moral and ethical potential.

In the further describing the results of the questionnaire no. 1, we omit the intermediate results for the total sample (170 people), and present data for the two experimental groups (60 people each), formed by the processing results of two questionnaires, since this information seems most interesting.

Figure 1 provides percentage presence of content analysis categories for the two experimental groups.

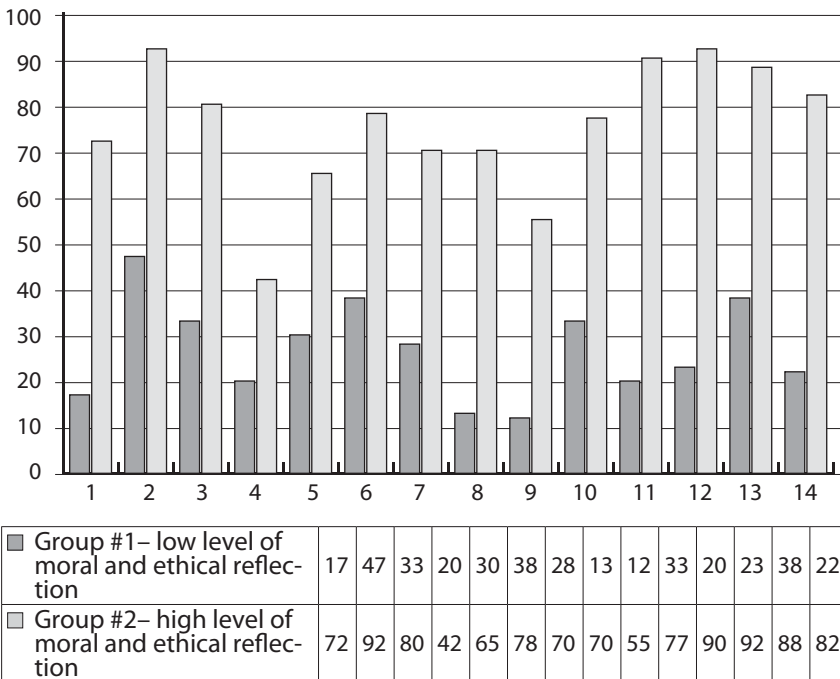


Figure 1. Percentage presence of content analysis categories for two experimental groups



The results from the questionnaire no.2 allowed us to identify the overall level of significance of moral categories for the respondents, as well as identify the most important moral categories for the modern adult. The results of this study are shown in Table 1.

*Table 1***Summarized results of study on questionnaire no. 2**

Respondents	Number of people in group	Max number of points by the method	Points scored	% of total possible points
The total sample	170	68000	43117	63 %
Group no.1	60	24000	12130	50,5 %
Group no.2	60	24000	18690	77,8 %
Respondents with intermediate results	50	24000	12297	51,2 %

The results of the study for each of 40 moral qualities for certain groups of respondents are presented in the summary Table 2.

*Table 2***The results of the study for each of 40 moral qualities, for certain groups of respondents**

Respondents	Moral categories, evaluated by the respondents as the most important	Moral categories, evaluated by respondents as the least important
The total sample	The meaning of life, the inner harmony and happiness.	Collectivism, moderation, patriotism, altruism, duty, equality of people.
Group no.1	The meaning of life, happiness, inner harmony, respect for elders and care.	Forgiveness, patriotism and conscience.
Group no.2	Inner harmony, the meaning of life, the development of moral and willed sphere, respect for others, a spiritual self-perfection, benevolence.	Collectivism, equality of people.

According to the results of this study, we can state the fact that the respondents of overall sample and also respondents of the two experimental groups pointed the category of "meaning of life" as the most important.

On the total sample such categories as "inner harmony" and "happiness" also got high scores. These categories were the most important for the two experimental groups as well.



In the group no. 1 two categories: "respect for elders" and "care" received high scores.

Respondents of group no. 2 consider as important to develop the moral and volitional sphere, and they especially single out categories such as "respect for people", "spiritual self" and "benevolence".

Participants of common sample and of the group no. 2 have put minimum number of points to such categories as: "collectivism" and "the equality of people".

On the total sample, categories such as "moderation", "patriotism", "altruism" and "duty" also received low scores.

Respondents of group no. 1 consider unimportant for themselves categories such as "forgiveness", "patriotism" and "conscience".

Thus, in the first phase of the experimental study we have developed two questionnaires for the studying the level of moral and ethical reflection of the respondents. The obtained results allowed us to divide respondents into two experimental groups with low (group no. 1) and high (group no. 2) degree of moral and ethical reflection.

The subject of our scientific interest is to research relationship between the individual's ability to moral and ethical reflection, his aspiration to personal development and the development level of its semantic sphere. So for the next stage of our experimental study we plan to compare the two experimental groups on the following parameters: the relevance of the need for self-actualization (the method of relevance of basic needs "Pairwise comparisons" in the modification I.A. Akindinova); the degree of satisfaction of the need for self-development ("Diagnosis of the need for self-development"); stability of desired value attitudes to life, to people, to myself (test "Proverbs" S.M. Petrova), meaning-life orientation: meaningfulness, the richness of life, satisfaction with self-realization, the focus of the responsibility locus ("Test of meaning-life orientations" D.A. Leontyev), the overall level of reflexivity ("Determining the level of reflexivity" A.V. Karpov).

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