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PEDAGOGICAL PSYCHOLOGY AND EDUCATIONAL PSYCHOLOGY

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The Developing Model of the Content of Education in General Education

The authors of the article proceed from the assumption that pupils' development is a global goal of school education and development is a condition of human life. Hence, the content of education or learning in a narrow sense is a substance saturating pupils' development. The authors' model of the content fixes attention on its components providing development. The material of events, organizing ideas and concepts, modes of activity, problems, emotional and imaginative component, senses of human being, a child's life world are among them.

***Key words**: pupils' development, interdisciplinary contexts, content model, developing component, developmental increase.*

Specialists in didactics are unanimous stating that the content of education and education as a whole is the main, constituent component and central category of didactics as a theory of educational knowledge. It is a peculiar basis of the educational process which material should be mastered by pupils and which defines the whole superstructure of education, educational technologies, first of all. The technologies themselves providing mastering a program material are able to be mastered and qualified as a specific component of the content [1]. Not casually state educational standards, though they belong to education as a whole, focus attention on the content. The main thing is that the content is a real substratum which forms the person, his/her "me" during education. It happens in a complex way as actual actions of the content are mediated by a number of circumstances; they are refracted through genetics or individual experience, they are increased, decreased, or leveled by a concrete situation of process.

There is a question of factors defining the content appreciably and even globally. One of such factors consists in education purposes, because as it is known from the classical theory, the purpose as a way determines the type of activity. In this relation we repeatedly declared our position – pupils' development is a global, general purpose of education [1, 10]. We put forward an idea of interpretation of the scientific category of development in interdisciplinary contexts: from not only psychology, but also semiotics, synergetrics, axiology, existential theories. As result the space of didactic means which can be used for pupils' development has considerably extended [1, 2, 11, 12].

If a chief aim is not pupils' acquisition of knowledge and skills, that is rather banal, but development, then, first, there is a need of essentially new approach to understanding of the content, and, secondly, knowledge, skills and abilities as the most significant components of the content in traditional didactics should be removed from the structure of the educational process content and replaced by others.

Thus, we define the educational process content, including education, as that saturate development instead of that is a subject to assimilation and mastering. The content is similar to the soil nourishing the development and growth of plants [1]. What are ingredients forming "soil" in this case? If education is focused on pupils' development, formation of mental new formation, abilities of pupils' transition from one system of signs to another, then we should ask, "What are content components that provide development?" It is a question of didactic, static in the essence, model of the content of the modern educational process, expressing its structure.

Let's not adhere to any strict logic in arrangement of the content components focused on pupils' development. Nevertheless we should start with a very traditional knowledge component of the content possessing the minimum potential of development. Knowledge is a result, product of activity and, as classics considered, activity calms down in products and results. Knowledge is a flattened activity, packed product of human searches, "thing-in-itself". If to operate with ready knowledge there is a risk to lose the developing ability of knowledge as a whole. In our interpretation one may avoid the specified risk if, first, he/she imparts a character of "truth embryology" (A. Herzen), decrystallization, pulsation of "self-movement" to knowledge. On the other hand, if in the educational process we want to obtain an increment, for example, of pupils' intellectual development, it would be good if knowledge was presented by "*leading, organizing ideas and concepts*" (D. Bruner), including their intersubject version. On the basis of the specified kind of content pupils form the orientation basis of actions of a high level of generalizations; it is the highest characteristic of the person's abstract ability. Such "large", reaching the level of metaknowledge ideas and concepts can be successfully used by pupils as ways of activity in work with the actual material. It is clear, that the component of the content characterized by us belongs to its fundamental kernel stated in a new generation of standards.

We should keep in mind that the content orientation on the leading, organizing ideas and concepts is not only its developing potential, but also a risk zone if to underestimate the aspect of events of the content. Classics of philosophy defined cognition as extraction of logos from events. This circumstance also belongs to educational cognition. In our case logos is presented by leading, organizing ideas and concepts; they shouldn't appear to children's consciousness as empty abstractions, dogmas, thus, they should become events, real life. From here events from which children may produce logos are an obligatory component of

the content. To some extent these are events of pupils' real life, the educational process situation involved in studied realities. When at the beginning of studying the subject "The Notion of Ensemble" the teacher starts with that a sparrow family considered by six- year-old children is the first ensemble, a table and chairs is the second ensemble, an axe and a saw is the third ensemble, and he/she asks children to invent their own ensembles; this is an example of an event component of the content. In the beginning pupils touch images of ensembles at some preprimary level of perception, and then their activity is considerably actualized, and the whole situation gains a character of an event: ensembles live in perception acts, and so do pupils as subjects of activity.

As for *ways of activity* as the component of the content of the modern content of education and learning, specialists in didactics obviously recognize that according to psychology the source of any development is an activity in its subject, cogitative, spiritual variants. Psychologists and specialists in didactics operate with concepts of experience activity, consciousness activity, seeing here a source of the development of respective spheres of personality. All these means that in physics the sufficient attention is to be paid to observation, experiment, in chemistry – to experiment, in history – to work with archival materials and historical documents, in literature – to a problem analysis method. The whole contents should be a single field of pupils' activity, and, as we know, it is possible to plunge in a field.

What is supervision, experiment, experience, work with archival and historical materials, and the problem analysis method? It is the language of science. The content of modern education is directed on children's mastering of the language of science – a source of self-education and self-development. Besides the language of science there is an art language, communication language, informational, natural languages. In this regard there is a complete educational area named as "languages" in a wide meaning of this word. A possible pragmatism and practicalness of the specified area shouldn't scare us; this is a weak link of domestic education, and it should be filled.

Within the activity component of the educational process content it is also necessary to consider those parts of standards of new generation which are directed on inclusion of universal educational actions as parts of a fundamental kernel of the content. Standards focus attention on two directions of *universal educational actions*, peculiar meta-abilities: pupils' work with the text and the work with information. There is a remarkable fact - we live under the era of continuous education – the person trains and retrains during the whole life, so young people's mastering of rational methods of educational work during active school education becomes an unconditional need.

We have to regret that traditional underestimation in domestic education of rational methods of educational work, in other words – intellectual technologies of pupils, in particular, work methods with the text, continues to take place.

Though there are many positive examples: read the paragraph and retell, having begun with the end, with conclusions; read within 10 min. and retell within 3 min.; read and retell, having replaced examples by own ones; read and compare this paragraph with a previous one and draw a general conclusion. Everywhere pupils' activity has a transforming, thus, developing character.

The most important component of the educational process content, adequately and directly, especially, indirectly correlated to the developing strategy of modern education – problems is a *problem component of the content*, i.e. indefinite knowledge, indefinite ways of activity. Problem situations are the source of pulsation of self-movement of pupils' thought; they are an objective and subjective condition of the educational process. Unfortunately, the current education at schools is mainly subject and subjects are mostly faceless, indifferent. Developing possibilities of the similar content can be increased considerably, having transferred the educational process from a subject basis to a problem one. A consecutive number of problems, running through the education course, essentially changes an education strategy, repeatedly increasing its developing potential as each of problems, as a rule, contains a various material. As an example there is a course of domestic literature of the XX century studied according to V.V. Prepodobnaya's program, (Rostov-on-Don, school 77), on problems (we take only a part of the course): – the person on the fire of revolution and civil war, these hard 1930s – literature on service of rescue of the fatherland – … The content of each of problems draws attention. On a problem "the person on the fire of revolution and civil war" there are, on the one hand, writers whose works contain the word "iron": "Iron Stream" by Serafimovich, "The Armoured Train 14–69" by Vsevolod-Ivanov, and "How Steel Was Hardened" by Ostrovsky. At the same time there are Gorky and Fadeyev. In works of this writers revolution extirpated the human in the person. On the other hand, pupils face with writers in whose works revolution and civil war appeared powerless to extirpate the human in relation to their heroes (Pasternak, Bulgakov). As we see the problem analysis is solved on the dichotomy of writers and their works. The lesson becomes a dialogue of cultures – the most powerful source of pupils' development. The tension of social reality reflected in the literature in secondary reflection (at a lesson) becomes a tension of pupils' mental activity, becomes experiences and living of events of the past of the country.

Here educational activity itself is a problem activity, and pupils' consciousness is a type of problem consciousness.

The problem component of the content of education which we consider as a factor initiating and saturating pupils' development is blameworthy as it functions in practical experience of schools. In our opinion, abroad they reproach the problem education of Russian schools for being too "problem", characterized by didacticism, and "games of problems". We find this reproach fair. Unfortunately or fortunately, in our country there is a lack of attention to life problems as forming the content.

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Characterizing a problem component, actually we have already reached another significant component of the content – emotional images. *The emotional and imaginative component* is the content coming from the emotional, sensual sphere of the person and initiating, activizing, developing the same sphere of pupils in special conditions of the educational process. The educational process content should not have a lack of emotional images; art, real life, pupils' creative activity are sources of emotional images. Meanwhile, the conceptual, discursive content of education is, undoubtedly, redundant in comparison with the emotional and imaginative component. The emotional and imaginative component of the content closely approaches education to the person with his/her value orientations, feelings, and reflection. Thus, we recommend wider use of emotional images for not only development of pupils' emotional sphere, but also for solving of a number of underlying tasks of education:

– creation of emotional and psychological attitudes is possible on a considered material. Before passing to a new theoretical material, the teacher creates the attitude towards the subject. This relation is valuable orientations;

– the emotional and imaginative content may be used for initiation of striking "spots" in a lesson, for example. In particular the emotional peak of a lesson can be a kind of this spot;

– the emotional and imaginative content can be an emotional and psychological context, the background of a lesson nourishing its main idea;

– considering that according to the language of semiotics development is the person's transition from one system of signs to another, it is desirable to transform a theoretical material into an imaginative one (for example, a tiny composition "Adventures of X and Y") and an imaginative material into a theoretical one (for example the translation of the text into the mathematical coordinate system).

Didactic innovatics shows interesting models of detection of the developing potential existing in the emotional and imaginative component. For example, special courses "Mathematics and Music", "Dostoevsky and Einstein" are among them. These are special courses expressing the dialogue of emotional-imaginative and rational cultures, their integration into more complex structural and didactic formations. The developing resource in the specified special courses is shown, first of all, in boundary regions between a concept and an image, an image and a concept, the rational and the emotional, the emotional and the rational. Didactics as a theory notices such pedagogical phenomena and draws the corresponding theoretical and practical conclusions, including the emotional and imaginative component of the content. In this plan in the didactics two areas are not unsuccessfully formed: the didactics of simultaneous thinking (the person's ability to see something general in the processes of different quality and character) and colour didactics (with use of multimedia means).

The logic of strengthening of the person's presence [9] in each of components of the content of education and education in its dimensions and integrity leads to its *sense component*. A.N. Leontyev wrote that our educational process is saturated with meanings instead of senses. This characteristic of the educational process may be applicable to its current state. It is possible to agree that meanings prevail in those components of the content which we have defined above as factors in own way influencing pupils' development. There is a point in our approach. Meanings express relations between the phenomena and the facts of reality surrounding the person; they are objective and perform a function of orientation of the person in the subject world and the cognitive world of knowledge adequate to it. This function of meanings also spreads to the educational knowledge, but their developing action is limited to thinking. Developing education in its classical versions "sticks" at the level of development of pupils' cogitative activity without reaching the person's higher essences. Unlike meanings, senses express the relation of the individual with the surrounding reality which phenomena and facts have relations at the level of senses. Psychology indicates that senses connect the person with life. They are supreme authority of self-control of the person's life activity; it is a sphere of his/her consciousness characterized by meanings with partiality [1, 2, 5, 6]. Approaching to education in the specified way we turn it to pupils' consciousness, their sphere of senses and we focus on the content characterized by deep senses – senses of human being, human spiritual life. Beauty, honor, conscience, kindness, responsibility, debt, truth are among supreme, existential values making the structure of the content of education constructed on a sense forming basis. A known maxim "from the culture of usefulness to the culture of advantage" gets a practical realization (A.G. Asmolov).

Thus, the problem of development of pupils' sense sphere is a leading one. Organizing the content of the educational process it is important to keep in mind some circumstances:

– sense is always a sense of something. Therefore, the educational process makes pupils to "got to the bottom" of senses of the content which should be mastered. But the sense is always "my" sense (A.N. Leontyev);

– choice, including the choice of a course of life, is defined by the person's sense priorities, his/her sense matrix, a consciousness code. If, according to psychology [5], we act contrary to own sense, all the same there is a sense behind it. Life defines senses. In the light of the stated the *child's life world* is an initial position of education . It should be provided within the sense component of the content [1, 6, 7];

– they do not teach senses and senses are not taught, but senses arise, appear, born, grow feeble, and are enriched. The teacher should initiate situations in which senses would be shown and extracted by pupils. The stated creates certain difficulties at projecting of the sense component of the content, and the teacher has to keep it in mind [1, 5].

The considered model of the educational process content, focused on pupils' development is a precondition, the forerunner of distinguishing and characteristic of the dynamic model of the content with the same developing function. We'll analyze it the future, and now we designate its general contour. At a preprocedural stage of education the content has a text, estranged to the teacher and pupils form (standards, educational programs, textbooks, primary sources). Since the text is a spirit in captivity of signs (N. Berdyayev), at the following stage of the content there should be a "spirit release". This stage of the content of the activity of the teacher and pupils on which it acts in the form of movement of thoughts, senses, emotions, feelings, relations of the teacher and pupils. It is a stage of the "forming" being. In result of the educational process the content of activity passes to a stage of the person's content, his/her steady views, positions, competences, system of values. It is a stage of the "formed" being, a stage of the developed development. But the process of subjectivation, interiorization, psychologization of the content is not finished here. The process of former pupils' development continues. We consider the stated dynamic model of the content of education as a psychological one, unlike the previous model which is static, with the expressed didactic characteristics.

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Methodological and Practical Aspects of Carrying out Business Games in Institutes of Higher Education

Use of business games in the education process is one of the most actual directions of the increase of effectiveness of educational activity in any direction, and especially professions connected with working with people: personnel management, psychology, pedagogics, etc.

The author of the article focuses on the urgency, some features of business games, and their adaptation within the limits of the curriculum of institutes of higher education and brings forward concrete exercises at various stages of carrying out business games, the business game "Effective Presentation of Young Specialists in the Labour Market".

Key words*: business games, training, personnel management.*

The fundamental task of new educational standards is formation in training of a complex of competences which enable the graduating student of the institute of higher education to solve professional problems facing him/her competently. The necessity of a non-standard system of training of experts became a stimulus for broad application of business games, trainings in education, personnel selection and appraisal.

The greatest problems appear at the inclusion of business games in the educational process in institutes of higher education as there are some restrictions. First, in curricula and standard programs the use of business games is not provided. Secondly, there are no reasonable standards for teachers on definition of a necessary time on development and carrying out business games. Social and psychological support of game interaction of participants of studies is insufficiently developed.

Nevertheless, the use of business games makes it possible to show the process of systematization of theoretical knowledge of solution of certain practical problems that is a logical conclusion of the process of training therefore optimum conditions for business games are in the final stage of high school training since advanced students possess a certain level of knowledge and are able to work independently.

Business game is a method of imitation of decision-making of executives or experts in various production situations, carried out according to the complex of rules by a group of people or a person with the personal computer in a dialogue mode, in the presence of conflict situations or information uncertainty [2].

Business game is usually considered as modeling of the expert's real activity in various created situations. Business games enable to experience a certain

situation, to learn it in a first-hand action. Participants playing roles have to make decisions in conditions of uncertainty, being beyond standard thinking, to rise to its higher level affecting such processes as use of knowledge, the analysis, synthesis and development of a judgment. Role-playing reveals the existence of critical thinking, communicative skills and ability to make decisions independently; there are also shown such personal qualities as behavior in critical situations, team work etc.

Thus, requirements to educational business games are the following: the task has to be actual; for its decision there should be basic knowledge, imagination and creative abilities of students; a problem should be difficult enough, but available to the decision, it should impel to use of available knowledge and search of the new principles, facts, and methods of decision.

They distinguish the following psychological and pedagogical principles of the business game organization [4]:

1) the principle of imitating modeling of specific conditions and dynamics of production. Modeling of real conditions of professional activity of the expert in the whole variety of official, social and personal relations is a basis of methods of interactive training;

2) the principle of game modeling of the content and forms of professional activity. Realization of this principle is a necessary condition of educational game as it carries training functions;

3) the principle of joint activity. In the business game this principle demands realization by means of involvement of several participants in cognitive activity. It demands the choice and the characteristic of roles, determination of their powers, interests and means of activity. Thus the most characteristic types of professional interaction of "officials" are revealed and modelled;

4) the principle of dialogical communication. In this principle there is a necessary condition of achievement of educational purposes. Dialogue, discussion with the maximum participation of all players may generate really creative work. Learners' detailed collective discussion of a teaching material enables to achieve their complex representation of professionally significant processes and activity;

5) the principle of a double-planning character. The principle of a double-planning character reflects the development of real personal characteristics of the expert in "imaginary", game conditions. The developer defines goals of two kinds reflecting real and game contexts in educational activity;

6) the principle of problematical character of the content of the imitating model and the process of its unfolding in game activity [4].

Characteristic signs of a business game may be presented in the following list [2].

1. Modeling of the process of work (activity) of executive employees and specialists of enterprises and organizations on elaboration of administrative decisions.
2. Realization of the "chains of decisions" process. As the modelled system is considered as dynamic in business game, results in the fact that the game doesn't not add up to the solution of one problem, and demands a "chain of decisions". Participants' solution the first stage, influences the model and changes its initial condition. A condition change enters a game complex, and on the basis of the obtained information the participants of a game develop the decision at its second stage.
3. Casting of game participants.
4. Distinction of role purposes in decisions which promote contradictions between participants, the conflict of interests.
5. Existence of a controlled emotional tension.
6. Interaction of the participants playing different roles.
7. Existence of a common game goal for the whole game team.
8. Game participants' collective decisions.
9. Multialternativeness of decisions.
10. Existence of the system of individual or group estimation of game participants' activity.

Let's consider an alternate of carrying out business game which was elaborated by the author for students of the faculty of economics of the specialty "Personnel Management"; undoubtedly, it will be actual for other specialties. The game is meant for 2 couples, i.e. 3 hours, a group from 15 to 30 persons.

The game subject: "Effective Presentation of Young Specialists in the Labour Market".

The game purpose: to consolidate the received theoretical knowledge in the field of personnel management; to learn to operate effectively on a labor market of young specialists; to gain skills of drawing up personnel documents; to acquire skills of public address.

Game problems:
–to outline problems within this subject;
–to structure the earlier studied material on the suggested problems;
–to make active players' thinking activity;
–to correct the discussion development within the suggested subject;
–to develop a common decision on problems suggested for discussion during participants' discussion.

The game scenario may look as follows (See table 1).

Let's consider the stages of carrying out business game in more detail:

At the beginning of the study the teacher focuses on a game, speaks about game purposes, aims, rules.

At the first stage it is important to make participants ready for the game, to intensify their mental processes, to activate their attention. For this purpose they "limber up", meet each other.

<div align="right">Table 1</div>

The Game Scenario

The Stage Number	The Stage Name and Content	The Time of a Stage Fulfilment (in minutes)
1	Attitude towards game	5
2	Warm-up	20-30
3	Mini-lecture	15-20
4	Theme exercises	20-30
5	Attitude toward the main game carrying out	5
6	Cast	10
7	Individual and group work	10-15
8	Work of game teams	40-60
9	Results	10-15
	Total	180

Exercise 1. Write down your name and characterize yourself according to each letter of the name, for example, Alex – active, leading, etc.

Exercise 2. Tell us please, how do you see yourself in a year after your graduation.

Exercise 3. Tell about a fellow student. What is his/her character? What is he/she fond of? Where does he/she like to work?

These exercises, on the one hand, improve energy, activity and involvement of game participants, promote confidence in the group, and also help the teacher with arrangement of roles in the sequel, on the other hand, increase participants' motivation and bring the group closer to a mini-lecture subject in a striking way.

At the second stage depending on the curriculum the teacher states a new material or generalizes the studied ("mini-lecture").

The following stage is carrying out subject exercises to give the chance to participants to show the activity, to reveal own strengths and weaknesses, to work, using the acquired knowledge.

Exercise 1 (tolerance, conflictness). You are to make a long train journey, tell us who you would like to see as your passenger travelling in the same compartment; please, range from "pleasant" to "unacceptable" the following variants: the Gipsy, homosexual, young man with AIDS, untidily dressed woman with a little child, Muslim Caucasian, countryman with a big sack, African student, teenager looking like a narcomaniac, former prisoner, Tajik in national clothes, police of-

ficer, disabled person with a folding wheelchair, Krishnaist, Chinese who eats strangely smelling food, person talking gibberish.

Exercise 2 (stress tolerance, conflictness). Half of students take seats on the chairs standing in a circle with their back to the center the center; they give them a short text or a poem which they have to learn in 5 minutes. The second half of students, facing them, move slowly around and try to disturb them – talk, sing, wave their hands etc. At the end somebody cites the poem, then groups change.

Exercise 3 (stress tolerance, ability to plan own time). They give to students a short text which they have to read and remember in 5 minutes. After a while the teacher says that in the text it is necessary to emphasize the letter "a", and then to count all letters "p", after a minute – all letters "o", etc.

Exercise 4 (communicative skills). The exercise is a "Chinese whispers" variation; a short is retold in a chain of students.

Exercise 5 (behavior in the conflict). Students are divided into couples, one of participants clench his fist, the second one has to unclench it in any possible way – persuasion, bribery, force etc. Couples switch over.

Exercise 6 (creativity). They discuss such questions as, "What would be if men and women switched over?", "That if people learned to read the thoughts of people?" etc.

Exercise 7 (creativity). Students should find the greatest number of possible variants of use of simple subjects, such as: bucket, rope, towel etc.

These exercises show the degree of participants' conflictness, promote the decrease in egocentric tendencies in behavior and thinking, aggravate social sensitivity, actualize creative potential, reduce self-control, form the attitude towards perception of new information, expand stereotypes, reduce the threshold of taking another's point of view, increase the adequacy of self-appraisal and mutual estimates and help the teacher at a cast stage.

The fourth stage is carrying out the main game.

According to the idea of the general structure of methods of active training, the object imitating model (in this case it is professional activity), which in combination with environment (an external environment of imitating model) forms the game problem content is a key, central element.

Characters are the students organized in teams and playing individual or command roles. Thus both the model and characters are in the game environment representing a professional, social and public context of experts' activity imitated in the game. Game activity appears in the form of variable influence on the imitating model, depending on its condition and carried out during participants' interaction regulated by rules.

The system of participants' influence on imitating model during their interaction can be considered as a management model. The whole game activity occurs against the background and according to the didactic model of the game including such elements as a game model of activity, system of estimation, ac-

tion of game technics and all that ensures the achievement of game educational purposes.

The scenario of the business game
"Effective Presentation of Young Specialists in the Labour Market"
Proceeding from the group structure, the teacher makes a preliminary distribution of players on game teams, and also gives tasks, instructs during game, observation and consultation of group work, provides a necessary quantity of a manipulative material, warns about necessary stationery.

Role groups (Table 2) should show the organization of activity according to the chosen role which would lead, on the one hand, to effective employment of a certain number of young specialists; on the other hand, to implementation of plans of employers on providing human resources.

Table 2

Role groups and instructions to game participants[1]

Role groups	Instruction to game participants
Young specialists with good results	Seek to find professional job, search for information, form an independent strategy of job search.
Young specialists with average results	Seek to find professional job, search for information, form the strategies of job search job search strategy on the advice of the third parties (parents, friends, etc.).
Employees of Career Centers of institutes of higher education	Carries out consulting support of interaction of key subjects of a labor market of young specialists.
Employees of Career Centers	Realize the state supports of young specialists' employment.
Heads of practical training	Form institutes of effective graduates' adaptation to a labor market.
The employers working with young specialists	Actively realize interaction strategies with institutes of higher education
The employers never working with young specialists	Actively cooperate with recruiting agencies and employment services
Consultants of recruiting agencies	Develop the "Recruiting of Young Specialists" area

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1   Developed by the author after L.S. Skachkova's "Theory and Practice of Effective Presentations" tp://sfedu.ru/www/umr.umr_show?p_startpage=4&p_umr_name=&p_umr_author=&p_umrc_id=&p_umrr_id=&p_per_id=3157.

Experts of portals for employ-ment and development of graduates' career	Develop the strategy of interaction of key subjects of a labor market
Representatives of the com-mittee on youth policy of the city	Realize programs of grant support of talented youth
Representatives of students' trade union	Defend the interests of students and gradu-ates on a labor market
Training centers (language, professional)	Offer a comprehensive list of educational and professional programs
Representatives of the faculty academic council	Carry out the strategic planning of educational programs of institutes of higher education
Parents of graduates of higher education institutions	Try to place their children quickly and with a high pay
Experts	Supervise the actions, behavior of main par-ticipants, and also the work of all members of game teams to whom they are bound. They estimate other speakers and other teams, except their own team, by the criteria of esti-mates offered by the teacher.
Game techniques	Game techniques help the teacher and are responsible for efficient casting, observance of work regulations, dynamism of behavior and activity of all players of the team.

According to casting students take seats according to subgroups which, on the one hand, seek for cooperation with each other, on the other part, have a competition element, both in subgroups, and within group as a whole. Partici-pants prepare presentations of their roles taking into account own experience or those offered by the teacher: a young specialist – high achiever – wants to get a job of the director of personnel management in a shop of a large distribution network, a young specialist with average progress, according to the recommen-dation of parents, turns to a job center, an employer looks for a human resources manager, another – an employee of a personnel department, etc. Students state their requirements achieved during discussion, involving all game participants in discussion.

The last stage is drawing conclusions, feedback.

At the stage of drawing conclusions experts represent quantitative results of estimation and a composite score of the team work, using the form of the expert's estimates (See table 3).

The most important procedure of the stage consists in discussion of game results for the purpose of increase of efficiency of decisions, disclosure of posi-

tive and negative aspects in of game (teams) participants' activity; clarification of the reasons influencing game results, determination of suitability of the business game as a method of training, level of its organization.

Discussion of the business game results has a main goal to bring participants closer to understanding of those most effective decisions which were possible in the given situation, to create a line of behavior for future games (situations), to coordinate the imitated process to real productive relations and problems, to consolidate the acquired knowledge.

In conclusion the teacher generalizes information presented during perfor-mances, forms conclusions and gives advices on the discussed subject. At the end of the game we recommend to encourage winners (formal documents, special prizes, test points, etc.).

The offered business game, finally, is aimed at increase of the efficiency of seminar studies and at the development of students' skills of complex analysis of social and economic situations, considering the whole complexity and contradic-toriness.

Table 3

The form of the expert's estimates

The criterion name	The evaluative scale (score)	Actual estimation
The quality of the analysis of a condition of career planning and development, complete-ness of the career plan development	From 0 to 10	
The quality of the report defence: ability to state basic provisions, to push the team point of view and to perceive the opposite one, to answer the questions of the opponent	From 0 to 5	
Accuracy of observance of rules	From 0 to 5	
The activity of the team in the group work	From -3 to +3	
The activity of teams - opponents at discus-sion of other reports	From -3 to +3	
The ability to conduct debate	From -3 to +3	
non-observance of rules by: a game team a speaker	-3 -1	
Total:		

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Abakumova I. V., Koltunova E. A.

Psychological Features of Symbolization Among the Deaf in the Period of Youth

The article deals with results of a diagnostic study of revealing the distinctions in symbolization among the deaf and the hearing in the period of youth. More than half of deaf respondents demonstrate the simplest way of symbolization. Symbols-properties prevail in their individual consciousness; these symbols-properties do not make it possible to reveal qualitative differences of a symbol and a sign, which indicates the interpretation of symbolical values on the basis of a single significant sign. They have difficulties when comparing symbols even in a single subject area, cannot interpret it in various intensional contexts. Findings indicate the necessity of the development of the aimed didactic technologies which, considering the specificity of the sense sphere of the deaf, will initiate the development of their symbolical function.

Key words: *sense sphere, sense formation, symbol, sign, symbolization.*

To date, in the deaf-and-dumb pedagogy of our country, correctional psychology, age and pedagogical psychology, there is a complete system of formation of oral speech as a factor of the full-fledged development of the deaf pupil, favouring his/her full social adaptation (S. A. Zykova, T. S. Zykova, K. A. Volkova, E. P. Kuzmicheva, N. D. Shmatko, N. D. Yakhnina, F. F. Rau, L. P. Noskova, N. F. Slezina). Deformations in the communication sphere are the most studied among deaf pupils. Special pedagogics and psychology have a considerable experience of formation of communicative abilities and skills among pupils with impaired hearing (P. M. Boskis, L. P. Noskova, E. F. Rau, etc.)

In modern developmental science they have revealed personal transformations characteristic for the deaf. According to some experts, deaf children's self-concept is formed later, than among their hearing contemporaries (T. A. Basilova, V. L. Belinsky, V. Z. Bazoyev, E. A. Viytar, M. I. Isenina, Yu. A. Maslova, M. M. Nudelman, V. A. Palenny, V. Petshak). Later than the hearing, they start to distinguish themselves from other people, to segregate own identity and characteristics of own "Self", personal features of another person. The problem of development of specific methods and technologies of training of people of this category becomes urgent.

Methods on initiation of symbolical function, symbolization may form a separate area in the work with deaf seniors. Symbolization is a process of creation (at the level of public consciousness) and development (at the level of individual consciousness) the concepts-symbols in the generalized form concentrating the importance of their specific properties as "superimportant" or "superreal". Concepts-symbols have a function which differs from any other concept as they are universal indicators focusing the learning subject on the importance of that

context which has to be indifferently apprehended and needs comprehension, assessment, a certain interpretation. The interiorization of concepts-symbols assumes the process of "uncrystallization" of the personal sense; the concept is its potential carrier. Formation of concepts-symbols of deaf young men and girls of has its specifics, as their process of interiorization of a sign and symbolical component of language is transformed in a certain way. In modern psychology there is a deficiency of researches on detection of features of symbolization among deaf seniors; this aspect of a problem became the purpose of the present research.

After the complete characteristic of the modern psychology of symbol and symbolization, defining the specifics of symbolization as the component of value and sense development of personality, we have defined the logic of the research diagnostic part. 52 deaf persons (32 girls and 20 young men) formed the experimental group of the research. Groups of hearing senior pupils of comprehensive schools of Rostov-on-Don (54 pupils, 25 young men among them) and group of senior pupils-winners of competitions of DANYUI (2012) on the humanities (23 senior pupils, 11 young men and 12 girls among them) formed the control group. All examinees of control groups were in the age from 16 to 18 years.

Existence of control groups within this investigation phase is caused by the following:

–now within developmental psychology and age psychology, there are no described reference characteristics specific to the process of symbolization and, therefore, for detection of the specifics of symbolization among the deaf it is necessary to reveal average values according to these characteristics of hearing pupils;

–techniques for detection of features of generalization of senses as a basis of symbolization are focused on sense features of hearing senior pupils and, therefore, for detection of the specifics of these processes among the deaf it is necessary to compare results of diagnostics with traditional standards.

For detection of features of symbolization in the period of youth we have developed the author's technique "Detection of features of symbolization among deaf seniors" (I. V. Abakumova, E. A. Koltunova) which consisted of thematic pictures-cards representing symbols of a certain modality. For initiation of the activity of research participants, to each block of cards-symbols, we have offered projective questions (10 questions to each block) which helped to reveal:

–in what degree the symbol is familiar to the recipient (a formal component);

–at what level the given concept is used (at a universal concept level as a bearer of meaning or at a personal level, providing them with a personal sense), the understanding of specifics of a symbol in comparison with a sign was distinguished;

–readiness to use the given symbol at the description of personal values and feelings.

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After the participant of investigation filled in questionnaires the content analysis of the presented answers was carried out.

Psychodiagnostic and projective techniques made it possible to investigate sense features of deaf senior pupils on the following parameters: egocentrations, groupcentrations, pro-social centrations and to reveal features of development of symbolization depending on a level of development of the person's sense sphere.

There were distinguished some parameters which indicate the level and features of symbolization among respondents:

– *levels of awareness and understanding of symbolical meanings*. Three levels were distinguished: low (the respondent does not understand symbolical meanings presented in diagnostic tools); average (the respondent understands interpersonal forms of the sense in the symbols offered in cards, can interpret their symbolical meaning); high (understands symbolical meaning of cards-symbols, can endow them with personal and sense interpretations, correlate them with meanings of other symbols presented in the given scale, distinguish their general characteristics);

– *levels of respondents' personal and sense interpretation of a symbol* (*levels of the personal importance of a symbol*). Three levels of the personal importance of symbols were revealed: "symbols-properties" – they symbolize a separate sign of a subject, for example a form or a color; at this form of interpretation of a symbol the respondent does not see difference between interpretation of a symbol and a sign; "symbols-compositions" – generalization of a number of properties in a uniform steady image, for example architectural constructions such as the Egyptian pyramids, the Colosseum, etc., attainment of interpersonal forms of sense; "symbols-metaphors" when the symbol consists in the hidden property of an object generating sense initiations of the respondent, existence of the personal sense at semantic interpretation.

The carried out research with use of an author's technique on "Identification of levels of symbolization among the hearing and the deaf in the period of youth" made it possible to reveal differences on a number of significant characteristics of symbolization:

– formal indicators (the quantity of symbols which are used by senior pupils; the quantity of meanings of symbols which they know);

– substantial (how they understand the content of a symbol, generalization level at the heart of symbolical concepts, correlation of the meaning-sense in the process of the concept-symbol use);

– motivational (what are motives inducing use of concepts-symbols: motives-stimuli or sense forming motives).

The revealed characteristics made it possible to reveal three groups of respondents according to levels of symbolization development:

– the group of senior pupils who use symbols at the level of the acquired (learned) meanings, thus most often learning is at the level of empirical generalization (they distinguish one important sign and other properties are interpreted with great complicacies or cannot be interpreted at all). The meaning is most often interpreted within a certain situation and cannot be extrapolated (as a symbol) to other situations. Deaf senior pupils formed this group, however, a number of pupils from the first control group (senior pupils of comprehensive schools) also showed this level of development in understanding of symbols. We considered this level of development of symbolization to be low;

– the group of senior pupils who use symbols at the level of a certain complete generalized image, can interpret its meaning in various situations or intentional contexts. These senior pupils can interpret extra personal or interpersonal forms of sense. On certain conditions (initiation from the teacher) senior pupils of this group can try to "uncrystallize" (after A.N. Leontyev) interpersonal meanings which bearers are symbols (for example, to interpret what people feel at perception of the well-known pictures, what the painter of this picture wanted to say), however they have difficulties in delivery of the importance of the image on the level of personal sense (have difficulties answering a question, "Does this this symbol have a value for you?"). We considered this level of development of symbolization and interpretation of the symbol to be average. Deaf senior pupils, senior pupils from comprehensive schools and some persons from the group of winners and winners of DANYUI competitions formed this group;

– the group of senior pupils who did not have difficulties at interpretation of concepts-symbols at the level of personal sense (could interpret value and sense aspects of the symbol for self), easily extrapolate this sense on various sense forming contexts. This group included only 3 deaf seniors, 23 pupils of comprehensive schools and the majority of pupils of control group of pupils-winners and laureates of DANYUI competitions. We considered this level of development of symbolization to be high.

The following investigation phase consisted in carrying out psychodiagnostic and projective techniques, for the purpose of revealing the relation between the level of development of the sense sphere of pupils and levels of symbolization development.

Quality indicators of the self-concept of the hearing and the deaf in the period of youth by a "Who am I?" technique (in % from a number of recipients in this group) did not reveal significant distinctions in the first two scales: joining characteristics (reference groups, family), joining characteristics (social groups). All respondents were rather successful characterizing self according to belonging to certain groups – sex, age, nationality, physical condition.

On the basis of the correlation analysis it is possible to speak about a tendency of senior pupils with a high level of development of symbolization to the differ-

entiated self-relation. They seek to specify the specific features which distinguish them from other people. They identify themselves with certain groups, however, the world of their internal differences from others (happy, creative, dreaming etc.) is the main thing for them. The lowest indicator on differentiation in self-relation was among senior pupils who had a low level of symbolization. On a differentiation scale we have revealed significant distinctions in self-relation– positive correlation with the symbolization level. The higher the indicator on this scale is, the higher the level of endowing symbols with personal sense, the level of the personal importance of symbols is (R = 0,304, p < 0,05). We haven't revealed correlation relations between the level of self-appraisal and the level of development of symbolization.

We studied group centrations of respondents according to three areas:
– we have revealed the level of social isolation of deaf senior pupils;
– the level of communicative orientation (the need for communication not only within the deaf subculture, but also with other social and age groups);
– the specificity of social isolation (distance) in relation to symbolical information among deaf senior pupils.

According to the first scale we have obtained the results which confirm those characteristics which are traditionally revealed by psychological science and deaf-and-dumb pedagogy. In control groups (hearing senior pupils) we haven't revealed significant distinctions on levels of social isolation. The level of social isolation is almost the same among pupils of comprehensive schools and participants of DANYUI (sufficiently low). They feel themselves adapted in the world around, freely communicate with contemporaries, and also representatives of older generation (parents, teachers, other adults). Their communicative problems are most often reduced to problems in communication with specific partners, instead of with groups of partners in communication. We have revealed quite a different situation among our respondents from experimental group (the deaf).

Table 1

Levels of social isolation among deaf young men and girls (%)

Levels of social isolation	high	average	low
young men	36	64	–
girls	22	56	12

A high level of social isolation indicates the fact that a young man feels own estrangement (often hostility) of the world around and surrounding people. Deaf young men (more than a third of the sample of respondents) were more isolated, than deaf girls. Their relations and interactions with the world around and the society were more deformed; more often than other participants of diagnostics they chose the answer "often" in relation to characteristics "I feel myself isolated

from others", "People round me are not with me" and even "I am unhappy because everyone rejects me". A large quantity (nearly a quarter) of deaf girls - research participants - also have rather serious problems at interaction with the world around, seriously worry about the fact that "Nobody knows me well", "Now I have no close ones any more". According to the level of social isolation and the level of development of symbolization we have revealed negative correlation (Spearman's R is between the level of social isolation and the level of development of symbolization – -0,255 p < 0,05 – significant distinctions), i.e. the level of social isolation is higher, the level of development of symbolization is lower. Deaf young people who do not feel themselves firmly isolated from the society and the world of hearing people use symbols (especially at the level of interpersonal and personal sense); those who have difficulties in interaction with environment, do not use symbols usually (even symbols-meanings). Young people who do not reflex a considerable estrangement from society use symbols actively.

The interpretation of the DDI technique (E. Klimov) made it possible to reveal a certain dependence between the specifics of interpretation of the world picture and the level of development of respondents' symbolical function: a planetary, mediate picture is characteristic for senior pupils with high level of development of symbolization, an abstract one is a characteristic for senior pupils with average level, a landscape one and a "direct environment" picture are characteristic for those whose symbolical development is at a low level.

The carried out research made it possible to reveal that the deaf in the period of youth have difficulties in generalization of senses; their generalized senses are focused on egotcentrations. At such type of a dominant centration as the generalized one can consider only pragmatical, operational, situational meanings determined by the subject logic of achievement of the purpose in a concrete situation. Such senses are not personal; they are bound to a situation and play an auxiliary regulatory role in its understanding. It was established that in the course of symbolization (use of symbols and comprehension of a symbol from the point of view of own values) deaf senior pupils are most often motivated by associative motives, use symbols by analogy, prefer the symbols containing a figurative component, find it difficult to interpret and use the symbols containing abstract components. They try to use a symbol as that exists in reality while their hearing contemporaries consider a symbol as a source of cause-and-effect relations as a stimulus for feelings and deeper comprehension of reality and self.

The data obtained in research speaks about the necessity of development of the directed didactic technologies which considering the specifics of the sense sphere of the deaf will initiate the development of their symbolical function.

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LEGAL AND MILITARY PSYCHOLOGY

Zvezdina G. P., Priymak E. N.

Modern Draftees' Value Evaluation of the Main Categories of Being

In the article the authors touch upon the urgency of studying the value and sense sphere of modern draftees. Features of socialization of the modern youth living in conditions of society's global transformation are shown. They bring forward results of the empirical study of the relation of draftees to the main categories of being, service in armed forces, their understanding of value bases of military activities and their role in the modern world. They distinguish and describe features of draftees' value relation to such categories as patriotism, courage, debt, directly related to military service.

Key words*: transformation, youth, value and sense sphere, military personnel, features of draftees, mass media, socialization, evaluation, categories of being, patriotism, courage, debt, past, present, future.*

In conditions of transformations and deep changes of the modern global world understanding of youth as a special ontological phenomenon becomes important. Projecting the future of civilization, definition of a vector of cultural development and scientific and technical progress makes studying of youth as a subject of world development necessary.

 In any historical era youth had a sticky time because of the uncertainty of its social position. Today's young Russians are in special conditions. Transition to information has changed a mode of life and a world picture, revolution in a social and economic structure has led to the crisis of value consciousness and reconsideration of own place in society.

"Today the person lives in a qualitatively new space of open borders; he/she is influenced by a huge pressure of information that defines deep changes of his/her perception, consciousness, thinking, the sphere of needs and motivation, emotional and volitional sphere, life rhythms, spaces of activity, conflicts within, ethical and value aspects of being, and also emergence of new needs and new opportunities of their realization" [6].

Youth always reacts to all changes most sensitively, and its value orientations are characterized by instability and they are very influenced by random factors. Now many psychologists and sociologists (E. I. Golovakha, E. M. Dubovskaya, N. A. Kirillova, I. A. Kudryavtsev, N. M. Lebedeva, T. A. Perevoznaya, O. F. Semenova, O. A. Tikhomandritskaya, S. S. Bubnova, L. F. Shestopalova) study value orienta-

tions of youth, but, despite it, in modern psychological science value orientations of a forming personality remain an important and little-studied problem.

An important step in studying of value orientations was statement of a problem of *development* of value orientations. A. I. Dontsov, V. A. Yadov, M. Rokich, L. M. Smirnov, Sh. Schwartz, U. Bilski, B. I. Dodonov, E. Shpranger, E. I. Golovakh paid their attention to this problem. Among groups of youth senior schoolchildren and tudents (B. S. Alishev, B. S. Bratus, O. G. Drobnitsky, A. G. Zdravomyslov, M. S. Kagan, V. P. Tugarinov, etc.) are presented in researches of scientists the most. They also pay much attention to studying of the sense sphere of youth: most often these researches are devoted to identification of the age dynamics of a sense forming activity (I. V. Abakumova, I. G. Zhukov, S. V. Kachurovskaya, etc.).

The carried out analysis of the present researches of the value and sense sphere of youth in various social groups showed that in modern psychology of our country there is an obvious deficiency of works on studying of the value and sense sphere of military personnel. In this regard the problem of studying of the relation of draftees to the main categories of being, service in armed forces, their understanding of value bases of military activities and their role in the modern world is of special interest.

The modern army, as well as other spheres of Russian society, undergoes great changes. Swiftness of reforming of armed forces does make it possible for a new character of army to be reflected in the consciousness of military personnel adequately: the officer, the soldier, the recruit that seriously affects his activity and relation to army.

The future soldiers' understanding of the purposes and aims of military service is formed at school and, first of all, at lessons of pre-conscription training of young men, and the relation to army is formed by means of the mass media. Military service involves the use of weapon, military equipment and armed violence in relation to the enemy. According to this an original soldier is a person who has developed not only courage, persistence, tolerance, but also deep skills and abilities to use equipment and arms, modern information technologies skillfully.

The modern army demands a certain psychological and social preparedness of the young man called up for military service. On the one hand, the recruit is a young man of 18-23 years who, according to canons of age psychology, differs by aspiration to self-knowledge of own personality, to evaluation of its opportunities and abilities, differs by a certain inconsistence and maximalism. According to scientists, preadult age is sensitive for formation of value and sense orientations as a steady property of personality promoting formation of world outlook. At this age the majority of people join in the work process. According to American psychologists P. Mussen, J. Conger, J. Kagan and J. Geiwitz at this age the majority of people deal with the choice of career and the spouse, plan their life purposes and start to fulfil them [7].

On the other hand, the modern recruit is a person who was born at the turn of the century, during global transformation of social values and increase of a role of information agents of socialization. "Today, the multichannel system of socialization of youth is formed. Here the process of development of values and norms of society takes place differently in comparison with that was characteristic for traditional society with its intergenerational continuity and hierarchy, the strict role structure distributed between agents of socialization. The family, school and other educational institutions, groups of contemporaries, professional groups are the main agents of socialization, but it is necessary to consider that modern society is a society where information revolution has overthrown many ideas of the world, society, people, education, youth, its roles in society. Growth of influence of the mass media as an agent of socialization became the main symptom of the process of socialization around the world" [4].

Thus, features of modern youth are defined by its intermediate social position, psychological characteristics of this age period, type of social structure, culture and regularities of socialization peculiar to these society, discrepancy of different types of maturity - physical, intellectual, sexual, civil and labor. Achievement of identity is a new formation at this stage of age development. The social and psychological content of this life period is defined by a situation of multiple social choice in which a young finds himself.

For the purpose of studying features of draftees' value and sense sphere we have carried out the empirical research. Young men - draftees - at the age from 18 to 24 years, 121 persons, took part in the study. The average age of examines was 20,7 years. According to the education qualification the examinees were divided into the following groups: 21,9% of young men have received secondary education; 3,1% of young men have received post-primary education; 28,1% of examinees have received specialized secondary education; 9,3% - secondary professional education, 9,3% - uncompleted higher education and 28,1% have received higher education.

 By means of a "Value spectrum" technique we have carried out the research of the group of draftees, young men at the age from 18 to 24 years. This technique belongs to category of Repertory Grids with the specified constructs. A. Maslow's highest ontological values are these constructs. This technique, according to D. A. Leontyev, provides "more direct access to the sense sphere in comparison with the traditionally used sense differential …" [3].

Examinees' answers on the "Value spectrum" reflect respondents' characteristics of various objects according existence (absence) of various values. The technique makes it possible to analyze results according to some criteria (a number of values inherent in each of estimated objects; the frequency of choice of various values for the characteristic of objects; the qualitative analysis of the specificity of evaluation of objects which are especially interesting for our research, such, as "life", "death", "present", "past", "future", "patriotism", "courage", "debt", etc.).

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Let's consider the obtained results in more detail. Thus, to the category of **life** they attribute such characteristics (values), as good (12,5%), sense (15,6%), perfection (15,6%), completeness (6,2%), truth (6,2%) and the values which have obtained by one choice: beauty, ease, need, simplicity, uniqueness, integrity.

The category of **labour** has smaller value dispersion and greater unanimity in choices. Thus, the greatest number of choices corresponds to a dyad work-need (37,5%), vitality (18,8%), order (12,5%), self-sufficiency (12,5%), perfection (9,3%).

The category of **love** has the greatest density at determination of values. More than a half of respondents define love as beauty (31,2%) and unity of opposites (28,1%), and further in the line of descent: good (12,5%), sense (9,3%) simplicity, perfection, justice, uniqueness, integrity.

The category of **death** is more connected with completeness (37,5%), 9,3% -unity of opposites and 9,3% - ease, no more than 5%: vitality, truth, beauty, simplicity, perfection, uniqueness.

Concerning death it is possible to distinguish respondents who attribute it to truth, uniqueness, perfection, beauty. In our opinion, here there is an operation of the mechanism of idealization of the relation to life and death, imparting the romantic relation to death. It is a marker of the value of life and the noncritical relation to the fact of death.

The category of "human" more reflects such values, as uniqueness (25%), good (18,7%), unity of opposites (15,6%), perfection (9,3%), vitality (9,3%), by 6,3% - self-sufficiency, completeness, simplicity, justice, integrity (3,1%). Young people understand the human being as a unity of opposites than as an integrity self-sufficiency. May be this is connected with age features of examinees.

There are interesting results by the category "patriotism". Young men attribute this category to 13 values from 18 presented, thus, none of the designated values was included into the priority group in this group. Patriotism is connected with truth (9,3%), order (9,3%), sense (6,3%), integrity (3,1%), uniqueness (6,3%), perfection (3,1%), vitality (3,1%), completeness (6,3%) and such values, as ease (6,3%), unity of opposites (6,3%), simplicity (3,1%), need (3,1%). In this group of respondents there is no unity in perception and understanding of such category, as patriotism.

Results of evaluation of courage have lesser dispersion in values. The greatest preference is given to a dyad courage-uniqueness (15,6%). Probably, respondents consider this category as seldom meeting in modern life and therefore give it the uniqueness status. Also courage is attributed to perfection (9,3%), beauty (9,3%), justice, integrity, self-sufficiency have obtained 6,3% each, and vitality, good and need have obtained 3,1% each.

As for **debt**, the greatest preference is attributed to need (15,6%), self-sufficiency (12,5%), justice (12,5%), completeness (9,3%), order (9,3%). Sense, perfection, good obtained single elections.

Thus, by the categories "patriotism", "courage", "debt" which are especially realized by young men when they serve in the army there is a wide value dispersion in this sample. By these results it is possible to draw a conclusion that the category of patriotism is the least comprehended by the modern young men and the least value defined.

The researcher A.I. Subbeto notes that, proceeding from the social nature of values, they designate those "importances" which express the relation of the person's survival and the human environment: society, people, nation, state, nature.

"Each society carries "the obligation turned to the future", in the form of a "public ideal". The "public ideal" is not only an image of the best social structure, but also a value model of the future (which is, as a rule, described by such social values as "justice", "mutual aid", "freedom", "equality", "harmonious development", "spirituality", etc.) In this context "ideal" always enters a "value gene pool" of the nation, people, ethnos, local civilization. If to analyze the history of Russia as the development of the Eurasian civilization, it is possible to define a value archetype of the Russian culture and cultures of other people of Russia, where such values as Homeland – Fatherland, native land (a "birthplace", "there's Russian spirit, there's smell of Russia"), feat (selfless devotion), service (to the people, the country, the state), community, collectivism (Alexander Nevsky's call "For your friends"), conciliarism, brotherhood, mutual aid, friendship, love, family, honoring of parents and ancestors, social justice, equality, truth, work had a high priority [5].

Results of research testify to the effect that patriotism which young men attribute to ease, simplicity and need is at the same line with justice, perfection, integrity, truth. Young men have no clear awareness of patriotism as the value of Homeland; their public ideal is insufficiently formed. Today this public ideal is not clearly presented at the level of the state and society.

The end of the XX century in Russia was marked by growth of a negative attitude to Armed Forces, loss of military service prestige. The mass media have played a great role in formation of a negative image of army. In view of the fact that the value world of the modern young man is more characterized by a mediatization, young men are ready to perceive alien norms and values, to perceive information uncritically [2].

The relation of society and the mass media towards Armed Forces in many respects determines a moral and psychological condition of the military personnel, thus, and the combat readiness of forces, efficiency of their solution of problems, and also the attitude of rising generation towards it.

If to appeal to the analysis of priorities of school education, it is possible to note that only 6%-7% of graduates, students and parents point to the importance of patriotism, love for native country as a direction of school education and upbrining. 16% of respondents note the importance of this criterion for teachers.

This data indicate the lack of systemacy and purposefulness in education of civic consciousness and patriotism of the modern rising generation.

Interesting results are obtained by the category "growing" reflecting the status of youth in modern society. The greatest number of choices is given to the growing-vitality dyad (18,8%), then in a descending line: growing-truth (12,5%), growing-perfection (9,3%), beauty (6,3%), order (6,3%), integrity (6,3%), need (6,3%), completeness (3,1%), justice (3,1%). A third of respondents did not attribute any evaluation to the "growing" category. According to D.I. Feldstein, in the modern world they do not fix and attributively designate the growing process, the growing person's public value; there are no "special rituals of stage-by-stage fixing of growing. Today in our society, on the one hand, many "taboos" are reduced; on the other hand there is no trust to growing people, their "exclusion" outside the limits of narrowly children's affairs and cares" [6].

Thus, on the one hand, we observe wide value dispersion, on the other hand – discrepant society's requirements to youth complicate the process of its entry into adult life.

Evaluation of such categories of life as the past, the present and the future, has the features in the studied group of respondents. The past and the present are attributed to 13 being values; the future is attributed to 10 being values. Concerning the past by the following dyads obtained the equal quantity of choices: past-completeness (12,5%), past-ease (12,5%), past-simplicity (12,5%). Other values are unity of opposites, vitality, completeness, need, self-sufficiency, sense, justice, uniqueness, integrity obtained single choices.

Concerning the present they attribute order (15,6%), ease (9,3%), sense (9,3%) to it, and by 6,3% they attribute to truth, beauty, completeness, self-sufficiency, integrity; uniqueness, justice, good, unity of opposites, vitality obtained single choices.

Young men are more unanimous concerning the future. 21,8% of respondents connect their future with sense; 9,3% of respondents connect their future with vitality, perfection and ease; completeness, truth, beauty, need, self-sufficiency, justice obtained single choices.

In psychology the meaning of life is understood as one of central motives, or even a complex of motives which induces us to certain actions and purposes. "The person focused on the search of sense in own actions can construct the future prospect, construct and compare various variants of behavior, set and acquire goals, look for and find the sense of own actions and own life. He/she is oriented towards the future and can make own choice" [3].

F.E. Vasilyuk's notion of sense is also closely connected with time perspective. He notes that though the sense is "out of time", it is embodied in a time form as the "sense future" [ibid, p. 129]. It is obvious that the sense cannot exist out of a context of personal development, prospect, the future, which F.E. Vasilyuk figuratively designates as a "house" of sense. According to F.E. Vasilyuk, the "sense future" is a reflection of the relation of sense to the real, reality [1].

It is impossible to imagine the future without sensemaking. The image of the future is a category where the result of judgment of being is embodied; only by means of images of the future it is possible to impart sense to social reality.

The results of the carried out research testify to the existence of significant distinctions in draftees' evaluation of some of the distinguished categories:

–life: sense, perfection, good;
–death: completeness; unity of opposites, ease;
–person: uniqueness, good, unity of opposites;
–the past: completeness, ease, simplicity;
–the present: order, ease, sense;
–the future: sense, vitality, ease;
–patriotism: truth, order, sense, ease.

Modern young men, on the one hand, are guided by sense and meaning of the main categories of being, on the other hand, almost each category contains ease. Probably the emphasis on ease, on the one hand, may testify to young men's orientation towards comfort, development of personal responsibility, and on the other hand, to understanding of that the modern army is technological, and the modern soldier is, first of all, an operator operating modern military equipment.

Concluding the carried out research it is possible to note that modern draftees who, being influenced by information agents of multichannel socialization, have rather indistinct general value field. The greatest value dispersion is observed in relation to categories of patriotism, courage, the past, the present playing an important role in understanding of a serviceman's role and understanding of value bases of military activity.

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THE YOUNG SCHOLARS

Prokofyeva N. V.

Moral and Ethical Reflection as a Factor of Harmonious Personal Development

The article deals with the study of the phenomenon of moral and ethical reflection as the integrated characteristic of personality reflecting the value and sense guidelines which influence features of personal development. The author argues the urgency of this problem in the context of deficiencies of a modern social structure and the necessity of the increase of the modern adult's active, responsible, autonomous position in choosing the internal value and sense content and self-realization questions. In the empirical part of the article they discuss results of the final stage of dissertation research and outline prospects of the development of further scientific work.

Key words*: personal development, moral and ethical reflection, responsibility, autonomy, consciousness, self-realization.*

In modern science the problem of harmonious personal development finds a special urgency taking a central place in theoretical and experimental studies of post-nonclassical psychology which is based on concepts of A. Adler, V. Frankl, L. I. Antsyferova, E. I. Golovakha, A. A. Kronik, etc. (spatio-temporal characteristics of life); Ch. Buhler and K. A. Abulkhanova (dynamic aspects of the person's life); B. S. Bratus, A. A. Derkach, N. V. Kozlov, E. I. Stepanov, etc. (acmeological approach); A. Maslow, V. Frankl, D. A. Leontyev, etc. (sense of life orientations of personality); V. I. Slobodchikov, A. G. Asmolov, V. P. Zinchenko, V. I. Kabrin, etc. (the anthro-oriented approach); V. E. Klochko, E. V. Galazhinsky (the theory of psychological systems).

Personal development is as long as the person's life and it can be presented as the process of mosaicing which reflects the individual model of the world, both internal, and external. The harmony of epy personal development is determined by a number of psychological factors to which, undoubtedly, they attribute value and sense filling of the person, that we name spirituality or a moral and ethical level of development. Growing up, the person finds internal value and sense coordinates and, proceeding from them, makes certain choices and acts which form him/her as personality and define his/her course of life. The problem is - how much really he/she reflexes the system of values and sensibly constructs his/her life.

Realities of our "complicated" time, time of high speeds and technologies dictate the necessity of the transfer moral and ethical categories from the area of ideal into a real field of consciousness of each person [3]. This circumstance will help the person to live an eventful, conscious life and to be responsible for own choices and preferences, gradually developing morally and ethically and truly comprehending own sense of life. "At a stage of mastering of ethical standards through the system of personal values a person, using all mechanisms of sense generation, comes to "supposing" of meanings when the sense of the comprehended content reveals itself through a special existential act in which the subject by his/her conscious and responsible decision establishes the importance of something in own life" [1, p. 49].

Representatives of philosophical and psychological science attribute external manifestations of spirituality to the person's ability to creative, public work, empathy (the person's supreme spiritual values which help him/her to be in constructive dialogue with the environment), ability to self-reflection (that makes it possible to realize and purposefully reach embodiment of own senses and values). These aspects lead the person to harmony, happiness, to the highest self: "individuation" (K. Jung), "social usefulness" (A. Adler), "ego-identity" formation (E. Erikson), "self-actualization" (A. Maslow), "realization of internal essence" (Ch. Buhler), "maturity and self-development" (G. Allport), "sense implementation" (V. Frankl).

It must be admitted that psychologists' understanding the importance and necessity of the process of moral and ethical formation for the general context of harmonious personal development still is not enough for answering the question concerning the reasons that lead the modern person to volitional impotence (inability to form life space from the point of view of personal values and priorities), total dissatisfaction, uncertainty in the future, and, the most terrible, loss of the sense of being.

Instability of a social situation, ideological and existential vacuum, double standards, inability of the state to offer the citizens the system of the moral and ethical values adequate to modern social structure and the person's needs, weakening of the role of the role of the state and society in formation and education of spiritual and moral and ethical bases have led to the person's disorientation, increase of depressive moods and moral and ethical degradation. At the same time "qualitative transformations of society, its ideals, norms and values inevitably lead to basic rearrangement of its components" [6]. And certainly, such system does not motivate the person to search of individual ways of spiritual development, ability to moral and ethical autonomy, possibility to plan and carry out healthy personal development.

Scientists "sound the alarm" thinking that this problem is very urgent. And still, in spite of the fact that the modern adult has a decrease in comprehension and value of life, degree of satisfaction in self and life, there are few works devoted to research to this subject matter. Researches are generally carried out within the limits of children's and youthful age.

Both science and society really need a new psychological understanding of this subject matter.

The concept of personal development (personal growth) is closely connected with such categories as self-implementation, self-improvement, self-realization, self-actualization; it is a complex process of continuous development and self-improvement. "If a person has more interests… and stimuli to live – sense filling of life, possibility to analyze, possibility to synthesize – to see relations of events and phenomena, understanding of people and self, possibility to forgive, internal freedom and independence, the responsibility assumed voluntary, love of the world, people and self, then the person grows personally. Sincerely and spiritually are synonyms" [2].

The concept of reflection has special importance in research of personal formation in the context of moral and ethical development of personality; this concept owing to its complexity and multilevel theoretical importance may be attributed to a system generating personal category.

The relevance of our research consists in understanding of the moral and ethical reflection as an integrated characteristic of personality reflecting value and sense orientation, which defines harmonious personal development; obvious necessity of increase of the person's active role in independent definition of a vector of personal development, and the necessity of moral and ethical definiteness and autonomy for this purpose.

The purpose of our research is to study features of the moral and ethical reflection of the modern adult and its interrelation with the valuable and sense sphere of personality and self-realization.

The research object is the modern adult's psychology.

The research subject is studying of the moral and ethical reflection, as a factor defining personal development of the modern adult.

Proceeding from the research purpose we have designated the following **experimental aims**.

1. Creation of the experimental study logic according to the purposes, theoretical and methodological problems of our work.
2. Development of two questionnaires for definition of the level and features of the moral and ethical reflection of the modern adult.
3. Testing of the developed questionnaires.
4. Selection of techniques for research of the person's value and sense sphere and features of his/her self-realization.
5. Investigation features of interrelation of the level of the modern adult's moral and ethical reflection with the value and sense sphere of personality and self-realization.
6. Development of the program of training for creation of the developing environment focused on increase of the level of general personal and moral and ethical consciousness.

Hypotheses of our research

1. The moral and ethical reflection is an essential factor defining the specificity of the modern adult's personal development.

2. There is an interrelation between the level of a moral and ethical reflection of personality and the level of development of the valuable and sense sphere, general personal consciousness (reflection), responsibility, ability to self-realization, and the person's desirable value relations to life, self, people (that it is possible to name the general level of moral and ethical good breeding).

There is an opportunity to develop the program for increase of the level of the general personal and moral and ethical consciousness that will make it possible to lower the level of personal disorientation, will raise the level of satisfaction with life, motivate the person to search of individual ways of spiritual development, ability to moral and ethical autonomy, opportunity to plan and carry out healthy personal development.

At the **first stage** of experimental study we have developed two questionnaires for studying of the level of the moral and ethical reflection of respondents. Initially 200 persons took part in questioning: 110 men and 90 women at the age from 35 to 63 years. For further participation in the experiment we have selected 170 people: 100 men and 70 women.

Having analyzed the generalized indices by two questionnaires we have created two experimental groups; each of them included 60 persons: group 1 – respondents with a low level of the moral and ethical reflection, group 2 – respondents with a high level of the moral and ethical reflection.

At the **second stage** of the experimental research we have created the test battery for research of the value and sense sphere of personality and features of self-realization of respondents of two experimental groups on the following parameters: **urgency of the need for self-realization** (the "Pair comparisons" technique of urgency of basic needs in I.A. Akindinova's modification); the **degree of realization of the need for self-development** ("Diagnostics of realization of the need for self-development"); **steadiness of desirable value relations to life, people, self** (S.M. Petrova's "Proverbs" test); **sense of life orientations** – consciousness (existence of life purposes), interest in the life process (eventfulness of life), satisfaction with life, orientation of the responsibility locus (D. A. Leontyev's "Test of sense of life orientations"); **general level of reflexivity** (A. V. Karpov's "Definition of a level of development of reflexivity").

At **the third stage** for comparison of two experimental groups by the degree of discernibility of the above described parameters we have carried out the correlation analysis by means of Mann-Whitney's U-criterion.

At **the fourth stage** by means of Spearman rank correlation coefficient we have carried out the statistical analysis of correlation between the results obtained by all techniques of our experimental research.

The research results

The carried out research and the correlation analysis have made it possible to reveal reliable distinctions ((p< 0,01) between respondents of group 1 and group 2 by all five techniques focused on research of the value and sense sphere and features of self-realization.

When comparing the results of groups by certain scales of the SLO technique we have received significant distinctions on scales 2 (interest in life process), 4 (confidence in own abilities to control own life), 5 (belief in possibilities to control life) (p < 0,01). By scales 1 (existence of life purposes) and 3 (satisfaction with life) distinctions are insignificant (p > 0,05).

In spite of the fact that by the "Proverbs" test the correlation ensures us to speak about the importance of distinction (p < 0,01) of the level of stability of the desirable value relations to life, people and self (the general level of the moral and ethical good breeding) between respondents of two experimental groups, we find it interesting to describe the obtained data by each of 15 scales of this technique.

Table 1

Aggregate figures by 15 scales of the "Proverbs" technique

No.	Scale	Group 1	Group 2
1	Spiritual relation to life	44	81
2	Insignificance of material welfare in life	43	58
3	Happy, good life	62	66
4	Optimistic relation to life	54	58
5	Resolute relation to life	56	58
6	Self-determination in life	49	58
7	Aspiration to achievements in life	70	66
8	Good attitude towards people	62	67
9	Collectivistic attitude towards people	51	47
10	Egocentric attitude towards people	60	60
11	Altruistic attitude towards people	57	61
12	Importance of friendship	44	76
13	Importance of learning	77	79
14	Importance of labour	53	79
15	Importance of observance of laws	45	74

We have obtained a considerable difference in results (group 2 > group 1) by scales 1 (spiritual relation to life), 12 (importance of friendship), 14 (importance of labour), 15 (importance of observance of laws).

We have obtained the insignificant difference in values (group 2 > group 1) by scales: 4 (optimistic relation to life), 5 (resolute relation to life), 10 (egocentric attitude towards people), 11 (altruistic attitude towards people).

By scales 7 (aspiration to achievements in life), 9 (collectivistic attitude towards people) we state the insignificant difference in values (group 1 > group 2).

The results of the comparative analysis which we have carried out by means of Spearman rank correlation coefficient are reflected in tab. 2; these data reveal the existence of positive correlation between techniques.

Table 2

Correlations between techniques

	Question-naire No.1, No. 2 (aggre-gate indices)	Proverbs	SLO	Need for self-realiza-tion	Realization of the need for self-de-velopment	Reflection
Question-naire No.1, No. 2 (aggre-gate indices)		0,404	0,314	0,582	0,465	0,560
Proverbs	0,001		0,155	0,332	0,230	0,480
SLO	0,001	0,1		0,239	0,233	0,177
Need for self-realization	0,001	0,001	0,01		0,346	0,299
Realization of the need for self-develop-ment	0,001	0,05	0,05	0,001		0,467
Reflection	0,001	0,001	0,1	0,001	0,001	

Comment: *the result of comparison of methods is on crossing of a line of one method and a column of another. The value of correlation is above the diagonal line, the value of the probability of mistake is below the diagonal line.*

Thus, the aggregate indices by the questionnaire No. 1 and the questionnaire No. 2 and results by techniques "Pair comparisons" (urgency of the need for self-realization) and "Diagnostics of realization of the need for self-development" have obtained a positive correlation with all techniques of our experiment.

The results of the SLO test have had positive correlations with techniques: the aggregate indices by the questionnaire No. 1 and the questionnaire No. 2, "Pair comparisons", "Diagnostics of realization of the need for self-development", and negative correlations with the "Proverb" technique and "Definition of a level of development of reflexivity".

Let's generalize the obtained data. Respondents with a high level of a moral and ethical reflection (group 2) unlike respondents of group 1 have shown higher rates in the following parameters: value and sense filling of life as a whole (in particular, the interest it life process, internal locus of control (possibility to assume the responsibility for own life), the general level of moral and ethical good breeding); self-reflection; need for self-realization; realization of the need for self-development. We have established that the level of the moral and ethical reflection correlates with indices of the person's value and sense sphere, the general level of personal reflexivity, desire for self-realization and ability to self-development.

Further we plan to develop the program of training for increase of the level of the general personal and moral-ethical consciousness and autonomy that will enable the person to plan and carry out healthy personal development effectively.

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Skorik E. A.

The Influence of the Boarding School Environment on the Psychoemotional Development of Children

The article examines the problem of the environmental influence on the development of personality; the author describes the social environment of the boarding school where the child learns social regularities and relations which has a decisive importance for the psychoemotional development and manifestation of adaptation abilities of orphan children. The process of adaptation of personality is considered in the light of correlation with the socialization concept. The article brings forward the analysis of the data obtained experimentally corroborating the necessity of psychological support for children in conditions of deprivation.

Key words*: adaptation, orphan children, socialization, environment, psychoemotional development, psychological support, boarding schools.*

The problem of influence of the environment on the development of personality is not new. A. S. Makarenko, M. M. Pistrak, V. N. Soroka-Rosinsky, K. D. Ushinsky, etc. recognized the importance of the environment in education and development of personality. In connection with problems of socialization, social adaptation, etc. there is a considerable interest of researchers in the environment phenomenon in recent years.

Relying on the environmental approach we consider that the social environment in which the child masters social regularities and relations has a decisive importance for psychoemotional development of the child. If they bring up and develop a child in unfavorable conditions when he/she is completely or partially deprived of necessary emotional influences (parental warmth, care, attention, etc.), then, as domestic and foreign scientists consider (I. V. Dubrovina, V. V. Kovalev, E. M. Mastyukova, V. S. Mukhina, A. M. Prikhozhan, A. Maslow, A. Freud, etc.) such environmental influence is a special form of psychotraumatic factors – an emotional deprivation. Its overcoming depends to a large extent on the level of development of the child's adaptive abilities.

The researches reflecting various aspects of phenomena "adaptation", "adaptive abilities" show that the concept of "adaptation of personality" is considered in the light of correlation of the concept of socialization and the development of personality (E. L. Andreyeva, G. A. Ball, L. G. Babiyeva, L. K. Grishanov, V. D. Tsurkan, I. B. Dermanova, I. K. Kryazheva, etc.). Therefore, in this context it is necessary to speak about social adaptation.

Existing researches show that social adaptation is understood as a social and psychological process which leads the person to a condition of adjustment, being shown in features of the person's relations with a group [1]. Social adjustment enables the person to develop a certain mode and style of life; to define ways of self-

assertion in the new environment and in a new kind of activity; to develop patterns of thinking and behavior which reflect the system of values and norms of the given collective. Thus the person's degree of adjustment is defined by his/her emotional health. But, as practice shows, today there are more and more situations when people, owing to objective and subjective circumstances, experience negative emotions. And, first of all, it is necessary to speak about children who found themselves in a deprivation situation when there are no conditions enabling the child to carry out self-realization, self-manifestation and natural assimilation, learning of the purposes, values, norms and styles of behavior accepted in society of satisfaction of not only higher, but also basic needs. This, in turn, generates homelessness, vagrancy, formation of asocial groups, etc. This fact is caused by instability of social and economic life of the country, a low standard of living of the population, increase in the number of divorces and the quantity of one-parent families.

Realizing the whole acuteness of the situation the state creates special establishments on prevention of child neglect, and also supports children who have found themselves in a difficult life situation or without parental support.

But, in spite of the fact that they create real conditions for support of such children (programs for a child's return in a native or foster family, guardianship or patronage, etc.), the number of children educated in government institution does not decrease, but it increases annually [3]. Therefore, relying on the existing researches connected with psychological ensuring of the development of personality [2, 4], our purpose was creation of certain conditions in the boarding school environment which can ensure children's safe psychoemotional development, increase of their abilities to adapt, and prepare them for independent life in the future.

Revelation of conditions, factors which already exist (or which can be created in the boarding school environment), which can provide stabilization of the child's psychoemotional condition and increase his/her ability to adapt was important for our study.

The program developed by us, which main purpose was psychological support to children at the stage of social and psychological adaptation to conditions of the boarding school became one of such conditions. We have assumed that the developed program will prevent and decrease negative consequences of social and psychological deprivation.

Besides, the content of the program was focused on the prevention and correction of already available personal problems of children of various ages. In particular, blocks of the program were developed in such a way that made it possible to prevent, minimize, correct disapproved characteristics, behavior forms which were a consequence of unfavorable conditions of family upbringing and a psychotraumatic situation connected with a family loss.

For our research we have created samples of pupils of different ages. The first sample included children at the age of 5–7 years (the group of preschool-age chil-

dren; 55 persons). The second sample included children at the age of 8–10 years (junior school-age children; 55 persons). The third sample included teenagers at the age of 12–14 years (55 persons).

The theoretical analysis of a the problem of influence of the environment on children's psychoemotional development, our own observations showed that each age stage faced various difficulties in development which are caused by the specificity of the boarding school environment. In particular, at the stage of pre-school age there are emotional disorders connected with insufficient self-control, manifestation of desadaptive behavioural reactions in relation to adults and children, undevelopment of communicative skills and negativism in communication. At the junior school-age they display emotional instability, aggression, lack of skills of standard behavior, low social activity. At the youthful age they display distrust of adults, enmity, affectivity, aggression and demonstration of substandard behavior, personal nevrotization, and restriction of social contacts.

All this made it possible to distinguish in the program of psychological support a number of blocks filling of which content took place with due regard for the criteria of adaptation of orphan children to conditions of the boarding school environment and age and psychological features of adaptation process:

–the adaptative block is focused on acquaintance with new conditions of activity and the system of requirements and rules;

–the emotional block is focused on the decrease in emotional intensity, anxiety, formation of emotional stability of children and teenagers;

–the autopsychological block promotes self-understanding (understanding of own personality), development of the need for self-knowledge, formation of skills of self-analysis;

–the self-estimated block assumes formation of a steady adequate and positive self-appraisal, overcoming of disorders of self-appraisal at junior school age and younger school and adolescence;

–the block of social activity promotes realization of personal resources, development of the person's integrity and training in the decision-making mechanism;

–the communicative block develops skills of effective communication and promotes harmonious development of the child's personality.

Each of the above-named blocks had three areas of activity: diagnostic and analytical, organizational and methodical, practical.

The experimental research was carried out in three stages: ascertaining, forming and control. At the control stage of experiment our attention was concentrated on reveling of the dynamics by criteria of adaptation in each age group. For the purpose of comparison and revelation of effectiveness of the system of psychological support developed by us, children of each sample were differentiated into two groups: control and experimental (in groups of 24). In each group we have carried out psychodiagnostic researches by means of the methods of

diagnostics which we used at the ascertaining stage. For more detailed analysis let's consider changes which took place in experimental groups.

Signs of adaptation of the preschool age orphan children who were in experimental group have had a steady positive dynamics. Their psychophysiological features influenced their psychological state to a lesser extent, since they have obtained regular medical aid during their residence at establishments. The level of their psychophysical development increased; mental development approached age norms. Children mastered cultural and hygienic skills, learned to look after themselves and their clothes, became neater and more well-groomed. It is also possible to emphasize the stabilization of children's emotional state. During the supporting work the increase of indices by this criterion was 15–18%. Children became quieter, disposed positively, more open for communication, trustful in relation to adults; they feel upset, take offense, and cry less. Sleep and appetite were stabilized among 66,7% of children. Children began to play orderly, easier contact to contemporaries and adults, show an initiative in communication (70,8%).

Contradictory behavior in relation to adults and children became less noticeable (37,5%). Children learned how to follow the rules of the game, became less aggressive, their demonstrative reactions decreased, they learned to hear the teacher and to react to his/her demands and instructions adequately.

We should note that 66,7% of children had an increased vitality, since children started initiating contacts; their level of anxiety and emotional lability were decreased. Children learned to consider the adult as a partner in communication and activity, to ask for the help and to use it.

Thus, the process of adaptation to the boarding school environment became less painful and more productive among the preschool age orphan children who took part in the system of psychological support. It corroborates the data obtained by E.V. Morozova concerning the role of interpersonal relations in adaptation of teenagers to the pedagogical environment of an orphan asylum [5]. Therefore we explain the obtained data by that the stabilization of the child's psychological state, improvement of emotional contact with adults, increase of trust in them, creation of partner relationship made it possible to influence features of interaction with the world around and, therefore, to soften psychophysiological manifestations of adaptive processes, to level disadaptive behavioural reactions of children in relation to adults and children, to raise their vitality.

Studying junior school age orphan children, who were a part of the experimental group, we have concentrated the attention on satisfaction of natural biological and social needs of this age. After implementation of the developed program of psychological support in this group we have observed positive dynamics in realization of the need for recognition (83,3%). The children whose behavior became standard in connection with the careful organization of their activity, observation for a regimen, support in various situations, decrease in a number of penalties and punishments, receiving appreciations, became less anxious.

Analyzing school success of children, we have also noted positive dynamics. 45,8% of them had an increase of educational activity. Thus, reactions of children became more predicted, stable since their learning ability as a whole increased due to the development of cognitive processes. In a success situation children began to demonstrate more activity at lessons. Poor progress remained among 20,8%, 75% had good results, 4,2% had perfect results. The behavior of the majority of children was stabilized. In particular, children ceased to violate the rules of discipline, learned how to occupy themselves and contemporaries with outdoor games in free time, some were fond of board games, ceased to be distracted at lessons, honestly to perform the teacher's tasks (it is revealed among 66,7% of examinees). 58,3% of children had better relationship with teachers and contemporaries. Besides, after implementation of the program we have revealed the decrease in sharpness of negative reactions in relation to children, to teachers; children had more trust in people around, they improved their emotional health (such results were revealed among 54,1% of examinees). 29,2% of children started to demonstrate anxiety, chagrin, sometimes fear, sensitivity, irascibility, irritability (there were 51,2% of them before the experiment), 16,7% of children had the same aggression which was show in relations with children and in the relations with the teacher (39,5% have had it).

We should note that emotional lability, instability, negative experiences became less expressed. The social and psychological status in the group of contemporaries has increased due to acquisition of abilities of active productive activity, improvement of scholastic achievement, change of teachers' relation, and, respectively, to decrease in hostility and aggression.

20,8% of children have demonstrated decrease in the vitality and restriction of social contacts. The others became more opened for communication, less sensitive, they have learned to overcome difficulties to some extent, to ask adults for the help and to use it, after failures to repeat attempts with the adult's support. Self-control and organization of actions have also increased. Increase in this criterion have made 21%.

Thus, it is possible to conclude that during psychological support junior school age children realize their basic needs, especially needs for recognition by development of the main mental processes of children, that enabled us to influence their school training positively. Improvement of results, relationship with teachers and contemporaries have made it possible to stabilize children's psychophysical and emotional state, to raise their vitality, the intensity of social contacts and the social and psychological status in the group of contemporaries that have had a positive influence on the process of adaptation to the boarding school environment as a whole.

Orphan teenagers in the experimental group have also had positive changes after the organization of psychological support. Thus, by the criterion of development of the strategy of behavior among teenagers the increase has made

31%. The greatest results were obtained concerning indices of self-acceptance (70,8%) – self-rejection of (29,2%), acceptance of others (54,1%) – rejection of others (45,8%). Indicators on scales adaptability (50%) – disadaptability (50%), domination (41,6%) – dependence (58,3%) were much lower. By the scale emotional comfort (54,1%) – emotional discomfort (45,8%) we have had the lowest increase. New data indicate that behavior strategies of teenagers have changed towards increase of their efficiency, controllability and activity in comparison with reactivity and spontaneity.

As for relationship with adults, the increased anxiety in relation to adults has decreased on the average by 13% and was observed among 87,5% while hostility has decreased even less – by 10% (79,2%), asociality of behavior has decreased by 11% (70,8%), mistrust of the new – by 21% (37,5%), depression – by 16% (61,8%). It means that the need for friendly, benevolent relations with adults and the need for the self-affirmation, peculiar to this age, became less contradictory, and the negative experience of relationship in dysfunctional families interfered with high achievements. Teenagers became more opened for adults, ready to accept teachers' support, to implementation of their requirements, but the extent of these changes was less, than in other groups.

In relationship with contemporaries tendencies of domination, leadership remained, but besides aggression, conflicts, suppression, there were new opportunities: rivalry, partnership, dialogue. In particular, at the ascertaining stage of the experiment we have fixed that the process of establishment of relationship with contemporaries is connected with the level of psychophysical and emotional state (it is characteristic for this age period). Therefore we have carried out the work for stabilization of experience of emotions, increase of self-appraisal, training in acceptable ways of self-affirmation and so forth. This have made it possible to raise psychophysical and emotional state that had a beneficial influence on establishment of relationship, emergence of normal friendly relationship with contemporaries; in its turn, children felt self-confidence.

Thus, in result of the carried out work we have revealed that in this group changes were the least expressed. Nevertheless, existence of insignificant, but positive dynamics confirms the expediency of psychological intervention, at the stage of adaptation to the boarding school and at the subsequent stages of restoration of social skills among orphan teenagers. This results are from the fact that teenagers in the presence of favorable conditions not only feel need, but also are capable to establish positive relationship both with adults and with contemporaries for realization of the need for self-affirmation, formation of new skills and behavior strategies. Their realization promotes stabilization of psychophysical and emotional state, development of internality, and expansion of social contacts.

Comparing the obtained results with results of a repeated section in control groups we have established that there are positive and negative, i.e. unstable, dynamics practically by all indices in all age groups within 2–3% that indicates the

spontaneity of changes whereas in experimental groups this dynamics is steady, positive in the range of 11-33%.

The statistical analysis by χ2-criterion have showed the importance of distinctions in distribution of orphan children of control and experimental groups in different age categories on levels of adaptation to conditions of the boarding school environment (the empirical value of the criterion surpasses the critical value equal to 7,81, at $p < 0,05$). Thus, the carried out analysis of results at the control stage of experiment made it possible to draw conclusions concerning the system of effectiveness of psychological support of orphan children at the stage of adaptation to the boarding school environment. In result of implementation of the program it was established that this activity is the most effective in groups of preschool children and junior schoolchildren, in the group of teenagers the positive dynamics is lower. But as a whole there are positive changes in all groups:

–preschool age orphan children have had stabilization of a psychological state, improvement of emotional contact with adults, increase of the general level of development, improvement of sleep, appetite;

–junior school age orphan children have had positive dynamics in realization of the need for recognition, school success, psychophysical and emotional state; their need for intensity of social contacts has increased;

–orphan teenagers have demonstrated the decrease in manifestation of disadaptation, shown in formation of new skills and behavior strategies, optimization of the process of relationship with adults and contemporaries, increase of emotional stability, internal control (internality), actualization of the need requirement for self-affirmation.

The carried out research have shown that adaptation of all groups of children to conditions of the boarding school environment happens according to three levels: normal, complex and critical, bordering on disadaptation. Thus difficulties were observed in each group. In particular, we have established that for teenagers it was the most difficult to adapt; preschool age children are most easily adapted.

For minimization of manifestations of disadaptation among children members of pedagogical collective were actively involved. In our opinion, it is obligatory since the psychological comfort in the new environment children depends not only on such necessary environmental component as psychological support, but also from that position which is taken by the teacher as its organizer. It is also possible to consider it as a determinant influencing psychoemotional condition of children and the teenagers in deprivation conditions.

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Shvedenko Yu. V.

The Influence of Psychological Assistance on the Efficiency of Professional Development of the Beginning Teachers of the Higher School

The article deals with the results of the research focused on revealing groups of teachers of the institute of higher education depending on the specificity of their professional development at the stage of occupational adjustment. They have surveyed 176 teachers of institutes of higher education of Stavropol, carrying out their pedagogical activity at the stage of occupational adjustment (length of service was from 0 to 5 years). The author has established that during professional development at the initial stage of entry into profession teachers of the higher school may belong to one of four clusters: well-adjusted, adjusted, relatively adjusted, and adjusted in a complicated manner. The author argues the necessity of organization of psychological assistance to teachers of the higher school at the stage of occupational adjustment as a necessary condition of overcoming risk factors which is confirmed by the experimental data.

Key words*: adaptation, disadaptation, teacher, professional development, psychological assistance.*

One can get the expression of the content of personality and activity of the teacher of the higher school out of the analysis of a complex of personal qualities of professional importance, individual and psychological characteristics and processes which provide their formation and functioning. A high level of social responsibility and moral obligation, extrapolativeness, multifunctionality, multiplaning, object and subject relations which are formed during the development of each stage of professional development are distinctive characteristics of the teacher of the higher school. Thus, it is important to consider that the specificity of pedagogical profession consist not only in its polyfunctionality, complex structure, but also in continuous increase of requirements to the personality and activity of the teacher of the higher school.

Regarding a high level of requirements makes it necessary for teachers to develop such socially and professionally important characteristics as flexibility, social mobility, adaptability, broad outlook, responsibility which distinguish the teacher from representatives of other types of professional activity [1].

Development of these and other personal professionally important qualities, characteristics takes place during all stages of professional development, but the stage of occupational adjustment, where there is development, acceptance (or rejection) of a new role, is important [1, 5].

Existing researches and practice show that the success of mastering of the first stage of professional development which is considered as a stage of occupa-

tional adjustment has a great importance in development of the personality of the professional, his/her professional competence.

Occupational adjustment, as well as any adaptation of the person to new conditions, is an adaptation of the person (his/her organism) to environmental conditions. Practice shows that for a person with normal mental functioning the period of adaptation lasts from 1–3 months to half a year; if the period of adaptation is more continuous, than the person has problems or, in other words, there is a disadaptation.

Professional development at the stage of adaptation is, according to E. F. Zeyer, E. A. Klimov, etc., a stage of mastering of professional functions, new professional role, development of an individual style of activity and so forth that demands much more time, than adaptation to a new social situation [2, 3, 4]. This period, as a rule, lasts for 3 years, sometimes (at a low adaptational potential) till 5 years; during this time the person mastering a profession is considered a young specialist.

In the pedagogical profession this period may increase owing to that each teacher at the stage of occupational adjustment has the first experience connected with understanding and acceptance of demands of society and professional community to personality and activity which has powerful influence on attitudes, orientation, positions of the teacher and his/her personality as a whole at the subsequent stages of professionalizing [1].

Recognizing that the process of entry into a profession, mastering of its main functions, solution of professional aims at the first stage of professional self-implementation is accompanied by certain problems and obstacles, beginning teachers need the qualified help and support. Specialists of concrete services: methodical, pedagogical, psychological, acmeological, - can render the address real help in overcoming of the risk factors accompanying the process of development of a new professional role. In particular, specialists of service of practical psychology have real possibilities in organization of a purposeful help to teachers during their active mastering of a new professional role.

At the scientific research organization we considered that professional development of teachers at the stage of occupational adjustment is a complex process which has external, observed indicators and inner picture. The inner picture of adaptation in our work was identified with the inner picture of professional development. But thus we consider that the inner picture of professional development not always coincides with external indicators of success (or unsuccess) of the process of professional development at the adaptation stage.

We should note that when studying the declared problem we considered specific features of examinees which influence the development of adequate and inadequate inner picture of adaptation.

The adequate inner picture of adaptation is characterized by harmonious correspondence between all specified levels, the stage and level of adaptation. The teacher can control the state of anxiety and, despite its natural emergence,

speak about those his/her new feelings. Besides, the teacher can notice changes in own state and speak about them. They meet such type of the inner picture of adaptation seldom enough; more than all the others it is connected with the level of development of consciousness and self-control.

The inadequate inner picture of adaptation is characterized by denial of professional and personal difficulties during adaptation of the teacher of the higher school. As a rule such teachers have the sensitive level identical with the sensitive level at an adequate inner picture of adaptation, but the intellectual one is much poorer. Feeling difficulties, the teacher, estimates them as casual. All these things reduce the efficiency of mastering of a new professional role, its functions [6].

Young specialists need the specialized psychological assistance for overcoming these contradictions and difficulties. For this purpose we have carried out the experimental study directed on identification of groups of teachers of the institute of higher education depending on the specificity of their professional development at the stage of occupational adjustment.

176 teachers of institutes of higher education of Stavropol, carrying out pedagogical activity at the stage of occupational adjustment (length of service was from 0 to 5 years) took part in a research study.

Methodical instruments were: expert judgement and self-appraisal of the teacher's professional activity; the HAM technique (health, activity, mood; it was developed by V. A. Doskin, N. A. Lavrentyeva, V. B. Sharay and M. P. Miroshnikov); E. B. Fantalova's technique directed on studying of intrapersonal conflicts; the test of anxiety self-evaluation (Ch. Spielberger); K. Zamfir's technique in A. A. Rean's modification "Motivation of professional activity"; V. Stolin's test-questionnaire of self-appraisal and self-relation; the technique of study of person's communicative attitudes, developed by A. N. Ivashov and E. V. Zaika; T. Elers' technique of diagnostics of the person's success motivation.

Following the results of research we have established that teachers of the higher school during their professional development at the initial stage of entry into a profession may be attributed to one of four clusters. Let's consider the obtained data in more detail.

22 teachers (12,5% of respondents) have formed the first cluster which we have named "well-adjusted". This group of teachers is characterized by a high level of expressiveness of personal-sense and motivational-activity factors. These teachers have the main patterns of professional behavior of the teacher of the higher school, skills of teaching activity; conscious relation to the activity and personal interaction with colleagues and students is peculiar to them. In activity they generally have sthenic emotions, their activity is polymotivated, many of them have inner motives and estimates above the average by scales of psychological stability, aspiration to success, self-regulation, self-actualization, communicative competence and empathy. It should be noted that all teachers of the higher school of this group have an adequate inner picture of adaptation.

43 teachers (24,43% of respondents) have formed the second cluster which we have named "adjusted". Teachers of this group know and understand demands, functions, purposes, aims shown to personality during the pedagogical activity; they have an adequate self-assessment, are ready to accept demands. These teachers have average values with a tendency to high values by scales: self-actualization, adaptability, situational anxiety, communicative competence and empathy. However at polymotivation of the professional activity teachers of this group have had more expressed external motivation, not always they are ready to correlate and differentiate life and professional values. Their indices of aggression and orientation towards success are lower than average. By other indices there is a great variability; a steady tendency was not revealed.

33 teachers (18,75% of examinees) have formed the third cluster named "relatively adjusted". On the whole a considerable part of these teachers know and understand demands, functions, purposes, problems of the pedagogical activity; their activity is polymotivated; internal and external professional motives exist equally. Teachers are ready to correlate and differentiate life and professional values; they are mainly focused on success. However at average values of communicative competence, psychological stability and empathy, teachers of the third cluster have a higher level of personal anxiety, aggression; values of self-actualization and adaptability are slightly lower than the average. Because of a great variability of values there was no steady tendency on other indicators.

It should be noted that teachers of the higher school of the second and third group have had the adequate inner picture of adaptation.

The last, fourth cluster (44,32% of respondents), named by us as "adjusted in a complicated manner", included 78 teachers of the higher school. In this group there were the teachers having generally average values and values with a tendency to a low level by all indices. It should be noted that teachers of the higher school of the last group have had generally the inadequate inner picture of adaptation.

After the carried out work we have distributed all the teachers taking into account their belonging to one or another cluster by the following levels: sensitive, intellectual, emotional, motivational and behavioural levels.

Such distribution enabled us to define those who needed psychological assistance and support. The psychological assistance to teachers of institutes of higher education at the first stage of professional development was carried out in two areas:

1) creation of certain conditions for the relatively adjusted, directed on development of the adequate inner picture of adaptation;

2) system work with the adjusted in a complicated manner in the personal-sense and motivational-activity spheres, directed on formation of adequate self-assessment, motivation development, increase of adaptive potential etc.

The comparative analysis have showed that values of experimental group in reexamination by four levels of expressiveness of the motivational-activity factor statistically reliably with probability of permissible error 0,01 differ from values of primary diagnostics and approximate the values the reference group.

As we have already noted earlier, we have implemented the program of psychological assistance with the teachers having difficulties of professional development in the period of adaptation, i.e. with the teachers of the fourth cluster. After implementation of the program of psychological assistance to young teachers we have revealed that at the sensitive level there were significant changes at the level of reliability 0,01 in total expressiveness of the motivational-activity factor, and also by the index of activity (critical value of Student's test 2,75 at the level of reliability 0,01).

The data enable us to draw a conclusion that in result of implementation of the program while entering into professional activity the teachers of the experimental group began to feel inspiration and comfort more often, than devastation and discomfort, that increased their activity as a whole. Besides, in result of approbation of the program by the motivational-activity factor teachers have had lower indices of the scale of self-accusation and the quantity of inner vacua (by such spheres as the beauty of nature and art, knowledge, freedom as independence in acts and actions, creativity). In experimental group there also has increased the teachers' assessment of the degree of satisfaction with own real positions, and also the integrated indicator on motivational-activity factor.

Similar results were obtained by the personal-sense factor.

Analyzing changes in experimental group at the emotional level, it is possible to note the following: 1) by the motivational-activity factor indices of depression, psychotism, hostility and reactive anxiety have decreased, values on scales of interpersonal sensitiveness, neuropsychic tolerance and a total value by a factor have increased; 2) by personal and sense factor general manifestations of somatization and anxiety have decreased. Unfortunately, personal anxiety as a steady characteristic feature hasn't decreased considerably though positive tendencies were outlined and the general indicator by the factor has significantly improved.

Under the influence of the program of psychological assistance there were essential changes at the motivation level among the teachers of experimental group: 1) the external negative motivation has decreased, indices of external positive motivation, self-esteem, relation of others, self-interest and the integrated indicator by motivational activity factor have increased; 2) values by inner motivation, by the integrated feeling pro or contra concerning own "I", on self-acceptance, own real positions of the person in communication, real depth of relationship with partners, moral normativeness and integrated index by personal-sense factor have increased.

Analyzing the results of the forming experiment on the behavioural level in the experimental group by two essential factors it is possible to note that there

was an increase of indices on such scales as: 1) the self-management (self-consistency), competence of setting targets and problems of pedagogical activity, competence of students' motivation on implementation of educational activity, competence of development of the program of activity and pedagogical decision-making, competence of the organization of pedagogical activity and an integrated indicator by the motivational-activity factor; 2) communicative features, competence in the area of personal qualities and the integrated indicator by the personal-sense factor.

The obtained data make it possible to say that in result of implementation of the developed program of psychological assistance the teachers of the higher school of the experimental group have had positive dynamics. In particular, the level of development of the professional skills and abilities necessary in pedagogical activity has increased; there were also qualitative changes at all five levels by both factors of professional development:

– at the *sensitive level* while entering into professional activity the teachers of the experimental group began to feel inspiration and comfort more often, than devastation and discomfort, that increased their activity as a whole;

– at the *intellectual level* there was a decrease in a number inner vacua and intrapersonal conflicts that indicates the balance of teachers' value sphere, coherence of value and accessibility of the studied life spheres that promotes increase in their adaptation potential;

– at the *emotional level* indices of depression, psychotism, hostility and reactive anxiety have decreased, general manifestations of somatization have decreased, values on scales of interpersonal sensitiveness, neuropsychic tolerance have increased.

– at the *motivation level* the external negative motivation has decreased; indices of external positive motivation and internal motivation, self-esteem, relation of others, self-interest, the integrated feeling pro or contra concerning own "I", on self-acceptance, own real positions of the person in communication, real depth of relationship with partners, moral normativeness have increased.

– at the *behavioural level* there was a considerable improvement of self-management (self-sequence), competence of setting targets and problems of pedagogical activity, competence of students' motivation on implementation of educational activity, competence of development of the program of activity and pedagogical decision-making, competence of the organization of pedagogical activity, competence in personal qualities and interpersonal relations.

Implementation of the program of psychological assistance to teachers during professional development was also conducive to formation of adequacy of self-assessments and perceptions of own pedagogical achievements and failures at the stage of occupational adjustment.

Coherence of external and internal indices of adaptation in the experimental group after the forming experiment testifies indicate the adequacy of the inner picture of professional development.

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The Present and the Future of Russian Public Places

The article deals with the main problems of Russian cities, a place of public spaces in the fabric of the modern city. The present state of public places and the present-day problems concerning both local specificity and global trends are analyzed. The author makes an attempt to reveal characteristics of a successful and attended public place and to define necessary factors for achievement of this effect and a group of persons concerned.

Key words*: city space, public space, public place, city planning, cultural development, marketing of places.*

The theme of planning and administration of cities becomes more and more urgent and discussed today. A growing number of problems, being aggravated every year, conspicuously indicate the necessity of elaboration of a new approach to the organization of the city space. Russian cities pine with the same difficulties:

– lack of the complex development of territories;
– domination of a new "architecture" (minimalist modern buildings of shopping centers, business centers, highrise buildings);
– problems with the organization of transport streams;
– depressivity, criminological character of dormitory suburb;
– lack of expressive, remarkable elements of design of the urban environment.

Except problems of the infrastructure character, many researchers note visual colourlessness of Russian cities that is in many respects connected with their Soviet past. The majority of Russian cities appeared during the Soviet period. The intensive urbanization of the USSR generated tens, hundreds identical settlements built by a single pattern. The cities having the authentic historical center underwent serious changes too. During existence of the USSR they increased the sizes at the expense of new residential quarters, endured re-planning. Panel high-rise buildings became one of recognizable symbols of the Soviet era. Starting from the fifties there was a mass housing construction, thanks to which we have the appearance of our cities. Progressive for the time, these houses appeared to solve a problem of settling families; now they look unimpressively and sadly, towering above dormitory suburbs row upon row. The idea of functional zoning propagandized by town-planners of that time, seemed incredibly logical: differentiation of working, recreational and dwelling zones. This principle is still used, despite an obvious imbalance which it brings in the urban environment. The downtown is overloaded because of high concentration of cultural, tourist, public and commercial objects, and, on

the contrary, dormitory suburbs choke with shortage of variety. Besides a solid remoteness of a place of residence from a work place, in conditions of growing automobilization, provokes daily traffic jams. The process of movement to the city from the silent housing estate becomes a real ordeal. City planning of the Soviet period was directive and leveling, however it was characterized by the integrated approach to the territory which now, unfortunately, is not present. Actually today the shape of the modern Russian city is defined by the large developers realizing point building, not interested in the development of city spaces.

Construction of large shopping centers increases the load of the transport infrastructure, some buildings simply don't have a capacious parking, so all nearby small pedestrian streets are jammed with cars. Esthetics of constructed facilities and their compatibility with the other architectural environment often raise questions. The unsystematic character of city processes generates total discomfort and impersonality of cities.

The system of public places is one of the most important components of the image of the city. They form a unique image of the city among its guests and inhabitants.

This article is an attempt of aggregation and analysis of the existing points of view on city public spaces, and also aspiration to understand what public places in Russian cities should be and also who should be responsible for their functioning.

Jürgen Habermas considers public space, first of all, as a platform for formation of public positions in key questions, the territory for communication and exchange of opinions. For Habermas such places are cafes and tea houses in the European cities of XVIII and XIX centuries. Hanna Arendt sees the beginning of the culture of public places in the antique Greek agora and the Roman forum. In the Middle Ages the market square becomes the center of diverse human streams. During modernity public spaces "are disciplined", "officialized" and lose a sudden nature of appearance.

Western researchers attach great importance to the public space in the city's full-fledged life (D. Jacobs, W. Whyte, R. Sennett, K. Nivenheys, L. Lofland, K. Lynch, etc.) In Richard Sennett's opinion public space is place which will implicate certain types of activity. These may be squares, main streets, theaters, cafe, lecture halls, ensembles of governmental buildings or exchanges – the spaces where one may meet "Another".

As the public space main criteria Sharon Zukin (Zukin, 1995) mentions: "1) public administration, 2) free access for everyone, 3) in its framework many people are directed towards social (not private) target" [21, p. 32–38].

From the point of view of Jane Jacobs, safety, accessibility and variety of possible kinds of activity are the main important characteristics of a public place [5].

Safety of public places is extremely important, since this the space where the most various representatives of the urban environment are met. Thus there is no need to support safety in successful public spaces from the outside. People control everything that happens by themselves; the openness of a public place dictates the necessity of a tolerant relation. Such is the mechanism of functioning of this space.

A. Zhelnina defines public places, as "open, public spaces adapted for stay of people, for "communication of strangers", anonymous meetings of citizens.

From the point of view of V. L. Glazychev, an obligatory existence of a "considerable number of people (in public spaces) not engaged in the production activity" [4, p. 9] is one of the most important signs of city life. Empty public spaces or their absence indicate the absence of a city community that characterizes the level of development of the given settlement as rural. Using scientific classification: "before the city", "city", "almost city" and "not city", – V. L. Glazychev specifies that in "before the city" public spaces are impossible, since there are no free spaces deprived of the utilitarian sense; in "almost city" (or the settlement) the city community is absent, respectively, there are no places for gathering of citizens; in "not city" (or the megalopolis) there is no such a uniform community, though public spaces exist.

In other words, public places are parks, squares, public gardens, those spaces where everyone can get and be there without hindrance.

Public spaces have a considerable functional load. Thanks to these places the city community forms and realizes itself; such "neutral" territories are a necessary source of information and communication for certain inhabitants of a large city. The places free for everyone concentrate dissimilar life patterns, various representatives of the urban environment, various "subcultures". Thus citizens may observe each other, and, studying each other, develop tolerance towards "another". Public spaces are also an indispensable condition of the city's identity formation.

The majority of modern public places in Russian cities are the Soviet heritage. Huge squares and parks became the most characteristic public places of the Soviet period. In the modern context, squares intending for meetings and festive demonstrations of workers have lost their ideological, utilitarian and visual prevalence. Parks stand empty in absence of efforts on their re-equipment. In order to create a publoc place, it is insufficient to create a certain space formally opened for everyone; public place is formed by people. How to attract them?

On the example of Manezhnaya Square A.F. Filippov illustrates how the same space, depending on its filling, becomes an unpopular place from the center of public and political life. These changes generate material objects located on the square. The objects without sense guidelines for possible behavior, limitation in a number of places where it is possible to have a rest and spend time, turn rather attractive, from the point of view of location, space into the lifeless one.

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Russian public places are under authority of administrations, are created and transformed most often on the initiative of power bodies. It is interesting that, despite the importance of public spaces in the big city's fabrics, their status in Russian normative and legal field remains uncertain.

According to section 1 and 2 of article 20.20 of the Code of the Russian Federation on Administrative Offenses, social and public spaces are defined as "children's, educational and medical organizations, all types of public transport of the city and suburban traffic, culture organization, sports and health-improving installations, streets, stadiums, squares, parks".

In in the majority of cases city authorities have no strategy of development of public spaces and the efforts are incidental and unsystematic. For private investors public places are no interesting since possible ways of deriving benefit from investments to such objects are still unobvious.

In the western tradition there is a placemaking concept; it is development of public spaces. Municipal management is the main driving force in this process. However, as many researchers emphasize, there won't be any city space without participation of citizens, people for whom this space is intended. From the point of view of western experts, the development of a public place may be started with small short-term actions; at a correct planning the effect will be immediate.

At organization or development of public space it is very important to consider needs of citizens, inhabitants of a quarter or a district where this space is located. It helps to solve a large number of problems still at the beginning. Working with public spaces point efforts are not enough, a public place must have a development prospect.

Cultural planning - one of kinds of marketing of territories -is an example of such approach focused on the dialogue of administration or private companies with a local community and focused on the long-term prospect. Cultural planning presupposes the analysis of resources of a concrete place, formation and implementation of the strategic cultural plan (it is a concept of the long term local cultural development, containing a concrete plan of action, namely projects and actions aimed at the development of space).

The strategic cultural plan includes:

–cultural mapping (audit of cultural resources and needs); the analysis of a material and subjective field of culture, the analysis of a non-material symbolical space;

–plan formation, its coordination, acceptance and realization, creation of a system of control over results.

Implementation of the cultural plan takes from a year to one and a half years. Concrete results are always unique that confirms the thesis about inapplicability of standard decisions for public spaces.

Standard decisions kill the sense of public spaces. Except the functionality of their organization, the public space should have individuality which is formed

by unique objects. The historical center is such an attractive place for walks just because of its visual various.

Research of inhabitants' relation to a concrete place gives a lot of diverse information concerning the prospects of its reconstruction. Inhabitants have a certain history of relationship with this space, associations, feeling of this space, certain cultural and figurative references.

The expert view of a designer, an architect or a planner is always superficial since it is torn from the sense values which this place possesses. Professionals may create the image of the place from the point of view of modern or own esthetic views; however this place may remain lifeless if it does not meet expectations and needs of the people daily using it.

In order to form the public space one needs observance of a number of conditions. Western experts having greater experience in design of public places and their development distinguish the following factors:
– initiative from the city community;
– functionality priority over a form;
– lack of restrictions and discrimination;
– emphasis on creation of the centers of gravity;
– awareness of cultural traditions;
– sensitivity to a context;
The following factors are unacceptable for development of public spaces:
– directive planning "from above";
– application of standard decisions;
– limitation of access;
– privatization;
– dependence on the state control.

Except the lack of interest to development of public spaces from administrations and investors, there is such an important problem as commercialization and privatization that assumes transformation of public space in a private or commercial one. The access to space becomes limited. More often shopping centers play the role of public places. However, as A. Zhelnina notes, actually it is a substitution of public space, than its transition to a new quality. Shopping centers are intended not for everyone. The public of such spaces is formed by the criterion of consumer ability. Shopping centers do not provide a variety of activity; they are focused on consumer practices. People have an opportunity to watch each other, to be together in one space, but all their behavior is limited; generally it is shopping, cinema and cafe visit.

Here visitors almost do not have a chance to express themselves, to interact with each other. The person in shopping center does not behave spontaneously; the place sets rather strict rules of behavior; besides he/she comes here not to have a rest, but having a certain specific goal. Shopping center is more like a street, than a public space. It is transitive in its essence; this is the territory of continuous movements, instead of a stay place.

A. Zhelnina defines shopping centers as a "space of voluntary restriction of city experience in favor of safety and comfort, relative homogeneity of the middle class" [6, p. 67].

As a result really open and public space is substituted for "semi-public" places. This "semi-publicity" is a publicity for certain groups. Theaters, football stadiums are also places opened only for a part of public.

In discussing the present and the future of public places it is impossible to ignore a growing gadgetization and communication virtualization. Social networks became indispensable part of everyday life as well as a wide circulation of mobile devices. Some researchers say that we are on a threshold of disappearance of public places as we know them today. The era of promptly changing information stream, instant news and impressions forms a new psychotype. The modern citizen, especially the inhabitant of the big city, needs a constant variety, change of activities, the emotions, new experience. The same ideals are supported by total consumer culture. Wi-fi availability in parks and cafe automatically increases their popularity. Will public spaces lose their functions and importance? No, most likely. However a Gorky Park example in Moscow demonstrates the necessity of their transformation and openness to current trends rather eloquently.

One more interesting trend is a boom of temporary, spontaneously appearing public spaces which we see in both capitals. This phenomenon, according to the author, indicates the lack of public places and dissatisfaction with current state of the available. On the other hand, such trend may be considered as tactics of the city space development. Inhabitants cannot give commands about official public places. All types of activity assuming any mass character have to be regulated and coordinated by administration. One-way communication with the power, fixed in the Soviet period, continues to be defining. Inhabitants dialogue unwillingly; instead of the statement of their right to public spaces they create the alternative ones. It is interesting that firms providing a place or organizing these most mobile public platforms are often mediators in this difficult war of the statement of own right to publicity.

Territories of shopping centers become a place for expositions and fairs, parks are a place for festivals. Creative spaces: Moscow Winery, Art center Floors, ART-PLAY, Weavers, Torch, Flacon etc. played a great role in this "movement". They were the embodiment of a new trend of modular spaces, spaces of the maximum variety combining offices and shops, creative studios and event-platforms.

Simple, easily read, clear, always identical monofunctional spaces are not interesting anymore: speed, intensity, variety of modern city life impose other requirements to public urban areas. Transforming spaces are in demand. They may not have own stable identity of a "place"; they are defined by the activity which they contain, turning into "places of process" about which Doreen Massey wrote [19].

Recent political events on Tahrir Square in Cairo, on Bolotnaya and Triumfalnaya squares, Sakharov Avenue in Moscow showed that public places are still

perceived in their initial functional signification, as the instrument of political demonstrations. It confirms the necessity of classical public spaces. However the repertoire of forms of public life extends. Thus the spaces should be transformed. To be filled and consequently, viable, they should meet demands of the public. Considering high mobility of big cities, eventfulness, heterogeneity of city publics and rather a short interval of the average citizen's free time, classical public spaces should become action spaces; these actions should be various, replacing each other, being focused on various audiences.

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