RUSSIAN PSYCHOLOGICAL JOURNAL

Vol 10 # 5

CONTENTS

OUR AUTHORS

Abakumova Irina Vladimirovna – Corresponding Member of the Russian Academy of Education, Head of General Psychology and Developmental Psychology Department, Psychology Faculty, Southern Federal University, Professor, Doctor of Science in Psychology
Official address: of. 217, b. 13, M. Nagibina Avenue, Rostov-on-Don, 344038
Official telephone: +7 (863) 230–32–17
E-mail: ivabakumova@sfedu.ru

Slinko Anna Evgenyevna – Associate Professor, Department of Social-Cultural Service and Tourism (SCS&T), Taganrog Branch, Russian New University
Official address: b. 47, Aleksandrovskaya Street, Taganrog, 347900
Official telephone: +7 (863) 230–32–17
E-mail: anna.slinko@yahoo.com

Brizhak Zinaida Igorevna – Deputy Director, Federal State Governmental Educational Institution of Additional Professional Education "Institute of Professional Development of the Investigative Committee of the Russian Federation", Head of the Rostov Branch, Associate Professor, Candidate of Science in Psychology
Official address: b. 3, Volokolamskaya Street, Rostov-on-Don, 344064
Official telephone: +7 (863) 295–33–90
E-mail: brigak_zinaida@mail.ru

Gridneva Svetlana Valeryevna – Associate Professor, General Psychology and Developmental Psychology Department, Psychology Faculty, Southern Federal University, Candidate of Science in Psychology
Official address: of. 217, b. 13, M. Nagibina Avenue, Rostov-on-Don, 344038
Official telephone: +7 (863) 230–32–17
E-mail: gridneva-sveta@mail.ru

Tashcheva Anna Ivanovna – Associate Professor, Personality Psychology Department, Psychology Faculty, Southern Federal University, Candidate of Science in Psychology
Official address: of. 239, b. 13, M. Nagibina Avenue, Rostov-on-Don, 344038
Official telephone: +7 (863) 230–32–47
E-mail: annaivta@mail.ru

Dikaya Lyudmila Aleksandrovna – Associate Professor, Psychophysiology and Clinical Psychology Department, Psychology Faculty, Southern Federal University, Candidate of Science in Psychology
Official address: of. 236, b. 13, M. Nagibina Avenue, Rostov-on-Don, 344038
Official telephone: +7 (863) 230–32–37
E-mail: dikaya@sfedu.ru

Kagermazova Laura Tsarayevna – Professor, Department of Pedagogics and Psychology, Faculty of Pedagogical Education, Kabardino-Balkarian State University, Doctor of Science in Psychology
Official address: b. 173, Chernyshevsky Street, Nalchik, KBR, 360004
Official telephone: +7 (8662) 72–23–32
E-mail: laura07@yandex.ru

Boguslavskaya Victoria Fedorovna – Associate Professor, General Psychology and Developmental Psychology Department, Psychology Faculty, Southern Federal University, Candidate of Science in Psychology
Official address: of. 217, b. 13, M. Nagibina Avenue, Rostov-on-Don, 344038
Official telephone: +7 (863) 230–32–17
E-mail: vikbog04@yandex.ru

Kara Zhanna Jurievna – Associate Professor, General Psychology and Developmental Psychology Department, Psychology Faculty, Southern Federal University, Candidate of Science in Psychology
Official address: of. 217, b. 13, M. Nagibina Avenue, Rostov-on-Don, 344038
Official telephone: +7 (863) 230–32–17
E-mail: zykara@sfedu.ru

Kruteleva Liudmila Jurievna – Associate Professor, General Psychology and Developmental Psychology Department, Psychology Faculty, Southern Federal University, Candidate of Science in Psychology
Official address: of. 217, b. 13, M. Nagibina Avenue, Rostov-on-Don, 344038
Official telephone: +7 (863) 230–32–17
E-mail: kruteleva@sfedu.ru

Levshina Anastasia Andreevna – teacher-psychologist, Center for Work with Gifted Children "DAR", Candidate of Science in Psychology
Official address: of. 201, b. 55, B. Sadovaya Street, Rostov-on-Don, 344006
Official telephone: +7 (863) 240–39–06
E-mail: a.a.levshina@gmail.com

Saakyan Oksana Saakovna – Senior Lecturer, Psychophysiology and Clinical Psychology Department, Psychology Faculty, Southern Federal University, Candidate of Science in Psychology
Official address: of. 236, b. 13, M. Nagibina Avenue, Rostov-on-Don, 344038
Official telephone: +7 (863) 230–32–37
E-mail: oksana_saakyan@mail.ru

Filatov Philip Robertovich – Associate Professor, General Psychology and Developmental Psychology Department, Psychology Faculty, Southern Federal University, Candidate of Science in Psychology
Official address: of. 217, b. 13, M. Nagibina Avenue, Rostov-on-Don, 344038
Official telephone: +7 (863) 230–32–17
E-mail: filatov_filipp@mail.ru

Abakumova I. V., Slinko A. E.

The Theory of Sense and Sense-Creation as a Methodological Component of the Conception of Information Security for Children and Teenagers

The authors argue that the modern theory of sense and sense-creation should be an essential component of the methodology of the conception of information security of children and teenagers, as it is in the context of this theory the mechanisms of forming values at certain stages of age development are fully revealed and described.

Keywords*: sense, sense-creation, sense sphere of personality, stages of sense development, sense attitudes.*

The modern theory of sense and sense-creation should be an essential component of the methodology of the conception of information security of children and teenagers, since it is in the context of this theory where they fully reveal and describe mechanisms of formation of values at certain stages of age development. Its theoretical resource makes it possible to substantiate psychological regularities andprocesses:

– to introduce a child into the world of culture by means of development of extra personal and interpersonal forms of sense;

– in accordance with features of the sensitiveperiod of a child's development to direct the transmission of social values, aims, senses, norms and rules, taking them to the level of the child's personal importance which is accessible at this stage of development;

– to orient the child in the system of interpersonal roles and relations, to create positive social distances in relation to the world, to create attitudestowards readiness for adoption of ideals, personal choices, decisions and actions in the future, more adult life;

– to develop criteria and indicators of assessment of technologies of influence on the value sphere of children (positive and negative criteria) according tocharacteristics peculiar to a certain stage of development of the sense sphere ofpersonality.

Basic concepts of the theory of sense and sense-creation

Senseformations define in many respects the specificity and originality of relationship between the subject and the world at various stages of age development, characterizing the importance of one or another object and phenomenon of influence

the reality comprehended by him/her. We find their description at initial stages of the development of psychology as an independent science: in psychoanalysis (S. Freud, A. Adler, K. Jung), neofreidism(E. Fromm), personalistic school (C. Rogers, V. Frankl), socio-cultural approach (J. Bruner, H. Triandis, R. Malpass, E. Davidson). Even psychological schools which obviously limited the range ofprofessional interests by the gnostic basis of the subject of psychology (cognitive psychology, genetic psychology, information approach), anyway, appealing to problems of activity of the cognizing subject, individualization of cognitive processes in the processing of information and creation of the world image, mentioned a sense basis of cognitive intensions [1].

According to modern general-theoretical interpretation the child's life-world considerably different from the "general" world, not included in an individual'sactivity is an initial condition of the sense origin, source of sense-creation [5, 6]. In the contiguity of the external world, which components are influences of mass media, TV-contents, the Internet, and the life-world of a child or a teenager there is personal actualization generating, in its turn, situational senses, feeding and enriching the system of "forming" values. It is an actual zone of sense formation. Along with it there are also potential zones: a potential zone of life-world (resources of the objective reality which is not presented in life-world) and a potential zone of formation and development of steady senseformations (the resources of consciousness which aren't active).

Interaction of a person's senses and life-world, appearance of personal senses in a single sense continuum generate more and more difficult sense levels in development – from simple enough personal senses and sense attitudesto steady senseformations (sense dispositions, constructs, values – D. A. Leontyev) which remain with the person for life. If external influence (mass media, TV-contents and the Internet) through a substantial filling and specificity of a technological orientation causes senseactualization, it is possible to assume that they influence the development of children and teenagers who are active consumers of these information contents [3, 4].

Dialogue is a leading sense forming mechanism. In the psychology of sense dialogue is understood widely, according to Bakhtin, as a dialogue of cultures, as a technology of influence on sense-valueformations of personality, as a dialogue of personal values and values of the external world carried out in a narrow point of the individual consciousness of the child or teenager as an information consumer. The internal fight of drives and conscious expediency, choice of emotional and rational, desires and rational activity – behind all these things there "pulses"the dialogue of senseformations which are inherent in various levels of mentality of an individual and which can actualize his/her value priorities, especially at adolescence [1, 8].

It is possible to distinguish components of the integral process ofsense-creation under the influence of mass media, video contents, the Internet and to describe the corresponding dynamics of sense formation: sensedivergention (sense choice) – sense disclosure (understanding) – sense realization (initiation of a real action) –sense trace (experience, attitudetowards perception of the subsequent information).

The specificity of sense (sense technologies) influence on children and teen-agers. Senses are isomorphic to basic values of culture and the specificity of their actualization depends on a stage of development. At early stages of development, in the period of childhood, the child's sensesare emotional and spontaneous. They still cannot be considered as personal senses; these are senses on the verge of the biological and the emotional. The child doesn't realizeand reflex them; at the level of emotional choice they help to pattern his/her behaviour on interaction with the outside world. At the age of 3 years (or even a little earlier), the child can choose that is interesting to him/her and to reject that seems unattractive. Inherently this subconscious choice has a "sense" partiality (I want this animated cartoon, read this book, show these pictures, and etc.).

At later stages of development when cognitive and evaluative forms of sense develop into a personal filling (experimental data shows that this period starts at the age of 7 years), the child doesn't just perceive surrounding influences from the point of view of emotional attractiveness, but also discovers their personal value for himself/herself. This is a period of "value" imprinting. During this period it is especially important to form the orientation of value propensities according to the things that are cultivated by society and culture as a positive way of life that leads to psychological harmony and life comfort. If certain contents (mass media, TV, the Internet) which the child or the teenager faces cause the actualization of his/her personal sense, it is possible to assume that these are contents that cause his/her personal propensity (desire to watch once again, to talk about this information, to imitate that was seen or read etc.). Such influences may be considered as sense technology which may influence a child's value and sensedevelopment at various stages of his/her personal formation.

The development of the perception of own sense orientations and a reflex relation to them

Progressing mediation to social communities and values

Hierarchization, integration, structural complexification of personality

The spreading ofperceptionprocesses beyond the bounds of an perceivedsituation, spontaneous perceptual field into the plan of imagination presentation, sense centrations of consciousness

Fig. 1. The development of the person's sense sphere in ontogenesis

Thus the influence of information contents is characterized by a number of stages depending on stages of sense development in ontogenesis.

The *stage of influence of information contents focused on ingenuous and emotional sensedisplays of children* (personal senses, sense attitudes, sense-creating motives). The child reveals the sense of this sort of influence of information contents (video con-

tents, TV-contents, children's literature, the Internet) through fragmentary, selective disclosure of individual emotions which enable to differentiate influences themselves (it is interesting to me, I want to watch it etc.). The content of contents "penetrates" into the childhood world, adjoining to fancies, dreams, hobbies of the child. This stage of the influence sense orientation has two components: first, it is the component focused on individualized personal and sense features of children ("Who am I?", "How do other people perceive me?", "Why do some people like me while some don't"); secondly, it is a component of the socialized personal sense (values which are transformed in concepts of "family", "friends", "adults", "children" etc.). These components of influencing information enable the child to get to the bottom of moral atmosphere, traditions, customs, way of life, spiritual priorities of those people with whom the child interacts when perceiving the content of information contents and with whom he/she actually penetrates into a sensestratum of a comprehended content, being plunged in a single sense field. Locking of life relations (as the child's finding (disclosure) of sense in that should be mastered), insight (as a sudden finding of sense where there was nothing), identification (as adoption of sense orientations characterizing the culture the child's reference world) are the main mechanisms of sense generation at this stage. This stage characterizes the specificity of information perceiving by children of junior school age.

The next stage reflecting the specificity of information perceiving at a personal importance level characterizes teenagers.

The *stage of information influence focused on formation of steady senseformations of teenagers* (sense constructs and sense dispositions). Saturation of the child's consciousness by personal senses, transition from emotional and spontaneous sense perception to the possibility to verbalize senses, to bring them to the cognitive and evaluative level; expansion of sense attitudesnot just as a readiness to broaden own knowledge of the world around, but also as a basis of essential understanding of the value of the external; motivation as a basis of life success, desire to learn not because of influences of stimuli (appreciation, blame, competition), but because of internal intuition as a self-aspiration in cognition of the new. Thus, senseformations of personality grow to a stage when the basic system of senses is already present at the child's consciousness in a complete form and a new information influence not just awakens partiality, relation, but corresponds to the teenager's sense field which is already created. When the influencing information content penetrates into sense through situational senseformations,the senseformations which characterize its personal development are enriched. The teenager creates a balance (through acceptance or rejection of revealing senses) between own sense priorities and the offered content. Ecological and regional, historical and cultural, ethnic and social – all these problems should be approached to the teenager's subject experience, to realization of various senseformations and the sense sphere as a whole. The main mechanisms of the sense generationat this stageexpand and complicate the teenager's sense regulation enabling him/her to construct relations with the world more voluntarily.There is a possibility of

10

a "conflict of senses" when own sense world of a child corresponds to the sense (if any) of the information influence of a content. In result of interaction of two sense worlds there may be enrichment of the teenager's sense world, "his/her radical reorganizations connected not only with disclosure of new senses, but also with destruction of old ones" [4, p. 217], or a total alienation (exclusion) from a sense context. The child's need to impart sense to everything that he/she does, comprehends even if this activity is carried out under one or another external coercion, generates the induction of sense (sense rationalization) when the teenager tries to disclose sense of the information influence of a content by himself/herself, to reveal its value for own self, even where the sense potential of this contents is extremely poor [4].

The next stage characterizes the specificity of perception of information contents at the level of teenagers and senior teenagers.

The *stage of the information influence of contents, focused on the teenager's personal values*. The information influence is focused on that so-called higher senses as a priori existing sense instance including world outlook, meaning of life, self-relation are formed among teenagers (it is more actual for those who are older than 14 [7]). Here, at this level of sense development a new sense does not appear, but the already existing sense turns into a new form of existence (or on a new bearer). "Sense structures of this level are not filled with a sense from any higher sense-creation instance. There is no such instance" [4, p. 354]. These leading sense guidelines "become sense-creating bases of activity" [4, p. 356]. This is where individual and inimitable acts of sense generation occur. Using all mechanisms of generation of senses, through system of personal values, the teenager comes to "supposing of senses" when the sense of the comprehended content is revealed through a "special existential act in which the subject by his/her conscious and crucial decision establishes the importance of something in his/her life [4, p. 354]. This stage of sense regulation enables the teenager to adopt values of a foreign culture, other countries, other civilizations (a foreign language itself acts as a multidimensional value, as a barrier of another culture as a "door" to other worlds and civilizations, as a source of development and self-development of personality, as a real communication medium) and existential values of universal culture of values (spiritual values of individual human being, such as beauty, inspiration, repentance, conscience, creativity, debt, responsibility, truth, experience, kindness, love, friendship).

The specificity of sense-creation among teenagers should be considered when estimating information contents focused on this age stage of development.

References

1. Abakumova I. V. *Smyslodidaktika. Uchebnik dlja magistrov pedagogiki I psihologii. Izdanie vtoroe, dopolnennoe* [Sense didactics. Textbook for masters of pedagogics and psychology. The second enlarged edition]. Moscow, KREDO Publ., 2011. 449 p.
2. Abakumova I. V., Ermakov P. N. Psihologicheskie tehnologii formirovanija antiterroristicheskih cennostej v molodezhnoj srede [Psychological technologies of forming

anti-terrorist values in the youth environment]. *Rossijskij psihologicheskij zhurnal* [*Russian Psychological Journal*], 2010, Vol. 7, No. 5–6, pp. 23–26.

3. Abakumova I. V., Kagermazova L. Ts. Smysloobrazovanie kak factor iniciacii cennostno-smyslovyh ustanovok v processe formirovanija antijekstremistskoj ideologii [Sense-creation as a factor of initiation of sense-value attitudes in the process of forming anti-extremist ideology]. *Psihologija v vuze* [*Psychology in the Institute of Higher Education*], 2011, No. 5, pp. 10–23.

4. Leontiev D. A. *Psihologija smysla: priroda, stroenie I dinamika smyslovoj real'nosti* [Psychology of sense: nature, structure, and dynamics of sense reality]. Moscow, Smisl Publ., 2003. 487 p.

5. Slobodchikov V. I. *Razvitie sub"ektivnoi real'nosti v ontogeneze. Diss. dokt. psikh. nauk* [Development of the subjective reality in ontogenesis. Thesis for Doctor's degree in Psychology]. Moscow, 1994. 78 p.

6. Subbotsky E. V. *Stroiashcheesia soznanie* [Consciousness under construction]. Moscow, Smisl Publ., 2007. 423 p.

7. Frizen M. A. *Osobennosti razvitiia smyslovo isfery podrostkov. Diss. cand. psikh. nauk* [Features of development of teenagers' sense sphere. Thesis for Candidate's degree in Psychology]. Khabarovsk, 2005.

8. Shor Yu. M. *Kul'tura kak perezhivanie (gumanitarnost' kul'tury)* [Culture as an experience (a humanitarian orientation of culture)]. St. Petersburg, St. Petersburg State University Publ., 2003. 220 p.

Brizhak Z. I., Abakumova I. V.

Ideology of Responsibility or Strategy
of Forming Anti-Terrorist Ideology as a Personal Value

The authors proceed on the assumption that responsibility is an integral personality trait which is shown in conscious, initiative, independent, and socially positive behaviour. Responsibility is important in all spheres of personal and social life as a whole. At the same time the absence of the thoroughly elaborated general theory of responsibility greatly complicates its study. A special part of the study of responsibility concerns its ideological orientation. How should responsibility be formed as a responsibility of ideological counteraction to violence? This is the matter of the article.

Keywords: *responsibility, ideology, sense-value attitudes, sense sphere, intension, orientation of personality, convincing influence.*

Responsibility is the most important component of the person's subject position, of the basis of his/her social attitude (readiness of each person to perceive something as a personal value). Responsibility is the integral property of personality which is reveled in conscious, initiative, independent, socially positive behavior. In the human-centered sciences they considerthat in many respects the development of various components of responsibility defines the success of the activity of the subject, security of the achievement of results of activity by own efforts, taking into account possible surprises and difficulties. Responsibility is a quality of many parameters; it should be studied from a position of the system approach. The content of responsibility is revealed proceeding from its structure including motivational, value and sense, emotional, cognitive, dynamic, regulatory and effective components.

Responsibility is important in all spheres of personal and social life as a whole. It is one of primary, fundamental principles of human life and morality. At the same time the absence of the elaborated general theory of responsibility greatly complicates its study. The difficulty and sensitivity of this problem are more caused by its psychological underlying message. People are extremely sensitive to that is their own debt, personal responsibility and fault without which there is no responsibility. Appeals for responsibility are often perceived as threatening owing to unavoidability of punishment that causes discomfort. At the same time responsibility is understood as socially valuable personal quality which should be developed, formed, educated etc., the quality which everyone needs not only for personal growth, but also for a simple elementary survival. One of burning question of the study of responsibility isan insufficient level of phenomenological development of this category considered together with freedom, choice or destiny. This complicates the specification of the concept of responsibility within psychological researches assuming not only purely descriptive, theoretical methods, but also psychological ones – experimental and empirical researches.

There is a problem of the psychological analysis of the inclusiveness of responsibility in a sense reality of personality. "In psychological literature there are a lot of works

concerning freedom and responsibility; mainly these works are either journalistic, or-skeptical, discrediting them from "the scientific point of view". These are evidences ofthe powerlessness of science in the face of these phenomena. In our opinion it is possible tounderstand them better disclosing their connection with things traditionally studied in psychology, however avoiding thus simplification" [4]. The responsibility definition as a mechanism of sense regulation may be a starting theoretical position [5]. The sense regulation based on the logic of a free choice, is carried out at the expense of nuclear mechanisms of personality – freedom and responsibility. Mechanisms of freedom and responsibility are ways, forms of existence and self-implementation of personality which have no content, but definethe main lines of the development of the sense sphere of personality. "As a rough approximation responsibility we may defineas the person's consciousness of own ability to be a reason of changes (or counteraction to changes) in the world around and in own life, and also conscious regulation of this ability. Responsibility is a kind of regulation which is inherent in every living thing, however responsibility of the mature personality is an internal regulation mediated by value orientations" [ibid, p. 34].

However, at the present stage of the development of psychological science responsibility as the most important personal characteristic of the modern person, which is arisen and developed under the influence of the social environment,very seldom becomes an object of the theoretical analysis and empirical studying. Much more rarely we face researches directed on formation of responsibility. "The way of formation of responsibility is a transition to the interiorizationof the regulation of activity. The contradiction between spontaneous activity (freedom) and its regulation (responsibility) as a kind of the contradiction between the external and the internal is possible at early stages of development. The contradiction between freedom and responsibility in their developed mature forms is impossible.On the contrary, their integration connected with person's finding value guidelines signifies the person's transition to a new level of relations with the world – the level of self-determination" [ibid, p. 36].

In researches V. G. Sakharova [11] states the responsibility problem as a factor of personality. The author emphasizes that the person's internal readiness to answeris a sensecharge of the category of responsibility. It makes it possible to consider it as an attitude, a disposition, the person's relation to responsibility. In the structure of personality internality having an internal type of attribution in its basis is the main factor relevant to responsibility.

The internal type of attribution correlates with the recognition of the authorship of own being and the internal locus of control which is a personal factor relevant to responsibility. The internal type of attribution makes a basis of a responsible disposition of personality, readiness (attitude) to answer, convictionin the ability to control events of own life, person's choice, activity, act or its refusal [11].

The main correlates of responsibility are revealed through various properties of personality, including traits. In psychological researches they note existence of positive correlations of responsibility with a number of socially valuable qualities of per-

sonality: independence, self-sufficiency, self-realization [7, p. 92–104], altruism, social maturity [10], reliability, and tranquility. They connect responsibility with great reliability, steadiness, and sociability. They considerthat victim psychology, sensitivity, cynicism and hostility are not peculiar to responsible people; they are independent and more self-confident [6, p. 37–39].

The responsibility nature "may be understood only on the basis of the system approach, i.e. consideration of the mental in the complex of external and internal relations in which it exists as an integral system" [9, p. 88].

V. P. Pryadein considers responsibility as a system quality of personality which assumes the analysis of functional unity of its motivational, emotional, cognitive, dynamic, regulatory and productive components. The author also defines responsibility as a mechanism of the person's activity organization, which defines the success of his/her activity [8].

A responsible action assumes a subjective choice. Thus on one end of the continuum problems are not recognized and there is no desire to change them, and on the other end there is an increasing feeling of personal responsibility for their solution.

V. P. Pryadeinrefers the following components to constituents of the responsible action:

1) intension;
2) freedom and social importance of the fulfilled;
3) theunderstanding of a possible punishment in case of non-fulfilment of an independentdecision;
4) theincompleteness of the action (the absence of a result is the absence of the realized responsibility).

Thus, intension is a characteristic feature of the responsible action which includes the subject's orientation and intentions. Intension assumes internal determination (in contrast to constraint or manipulation);it reflects moral imperatives, motives and purposes of action of the subject.

On the basis of the analysis of a wide range of researches we may define responsibility as follows: responsibility is the integrated personality trait, which is shown in conscious, initiative, independent, socially positive behavior. In many respects the development of various components of responsibility defines the success of the subject's activity, achievement of resultsby own efforts, taking into account possible surprises and difficulties.

Despite extensive theoretical researches of responsibility, in modern psychology of our country there is a certain deficiency of technologies of the directed influence on the development of responsibility inthe period of early youth. Pedagogical efforts are insufficiently directed on formation of this major personal construct. It leads to regression of attitudestowards professional and social success when the person enters into adult life; this projects theinsufficient level of the development of subject qualities of personalityamong graduates of schools, such as responsibility. It is very often reflexed by society. The most developed are technologies of formation of responsibil-

ity, connected with school age: formation of responsibility among preschoolers and junior schoolchildren (E. N. Dankova, T. F. Ivanova), formation of responsibility as an attribute of the schoolchild's political culture (I. A. Tulkova), formation of conscientious fulfilmentof educational actions (M. V. Matukhina, S. G. Yarikova), formations of volitional qualities of pupils (L. V. Layzane), didactic bases of formation of responsibility among senior pupils (S. S. Sklyar). The retrospective analysis of development of the domestic and foreign pedagogical theory and practice shows that in search of ways of overcoming of serious gaps in school education many alternate solutions, progressive ideas (cooperation, partnership in management, social integration, self-determination, self-discipline, freedom, independence, viability etc.) were offered. However owing to one-sided or extreme approaches, insufficient scientific validity, incorrect treatment of such fundamental concepts as the essence of the person and the process of his/her formation, these projects could not remove the stagnation of education in the field of the creation of the world outlook.

In crisis, transition periods in social life there are sharp contradictions between the process of the person's self-development and the system of traditional education focused on uniform standards of its formation. It is caused by various opportunities of subjects of society in realization of educational tasks and the lack of mechanisms of their use, the necessity of reproduction of whole variety of cultural values of society and the educational system politicization, the need for development of the person's creative abilities and the decrease in the general culture, the educational level in society, existence of intellectual potentialities of youth and their not demand by society, and the dynamics of the development of society and conservatism of the content, traditional forms and methods of education.

Pedagogical interpretation of the category of responsibility makes it a key concept of the theory of education and development of personality in modern social conditions. The formation of responsibility among learners is specific. Thus the content which reflects the concept of responsibility acquired by pupils or studentsdevelops gradually. From the responsibility for self, class, group a schoolchild or a student moves to the responsibility for society, era, and history. The development of the learner's understanding of responsibility as a special type of attitudes towards self, people, activity etc. is filled, enriched with the adoption of the meaning of the concept of responsibility as a category, as the generalized concept connected with other categories. This category has functions of world outlook since it orientates the person in the world of many different values.

The essence of the pedagogical problem of formation of responsibility consists in that pupils or students should not only realize theimportance of responsibility, but were able to be responsible at the level of personal sense. Young generation should realizethat each society has the system of responsible dependence relevant to its ideological and economic relations, that relations of responsible dependence are defined by a unity of the common (state) and personal interests. The criterion of compliance of a situation with its purpose – formation of responsibility – is the pupil's or the stu-

dent's choice in decision-making at a sense-valuelevel when it is a question of the relation to ideology which can threaten both to the state as a whole and each person in particular, i.e. the ideology of terrorism.

If concerning the development of responsibility among school students there is a certain positive experience (they are cited above), we should state that in modern psychology and pedagogy of our country there are no works focused on research of technologies which should become real tools offormation of responsibility as a component of anti-terrorist beliefsamong student's youth studies in the modern institute of higher education.

As a positive example of the model of formation of responsibility we may give the didactic model of formation of responsibility among senior pupils and students (I. V. Abakumova, P. N. Ermakov, S. S. Sklyar, 2010), approved in a number of schools of Rostov-on-Don and SFedU. This model includes three consecutive modules:

- informative and searching (formation of orientation bases of responsible behavior). At the stage of realization of this module responsibility is formed according to a trajectory of course and functional contribution to achievement of a desired result depending on the degree of sense saturation of the educational context. If the educational process is as a factor of the initiation of sense-creation, the learner starts to feel the necessity to start cognitive activity, the "directed intensity" which initiates his/her educational orientation;
- evaluative and orientational. It is the module of the senior pupil's or the student's independent choice of certain forms of behavior concerning realization of educational activity at the level of sense-value acceptance with elements of responsible action;
- prognostic and correcting; it is the module of formation of sense-value attitudeas an evaluative and emotional trace of the sense revealed and decrystallizedearlier, establishing connection between previous and subsequent moments of sense formation in educational process.

Mutually complementary modules enable the teacher to carry out convincing influence and influence the formation of valueattitudesof senior pupils and students, including formation of anti-terrorist attitudes.

References

1. Abakumova I. V., Ermakov P. N. Tekhnologii napravlennogo vozdeistviia po profilaktike ideologii ekstremizma I terrorizma [Directed influence technologies of prevention of the ideology of extremism and terrorism]. *Sbornik materialov 6-i mezhdunarodnoi nauchnoi konferentsii po problemam bezopasnosti I protivodeistviia terrorizmu* [*Proceedings of the 6th International Scientific Conference on Problems of Safety and Counteraction to Terrorism*]. (November, 11–13, 2010, Moscow State University, Moscow). Moscow, Moscow State University Publ., pp. 181–194.
2. Abakumova I. V., Kagermazova L. Ts. Smysloobrazovanie kak factor iniciacii cennostno-smyslovyh ustanovok v processe formirovanija antijekstremistskoj ideologii

[Sense-creation as a factor of initiation of sense-value attitudes in the process of forming anti-extremist ideology]. *Psihologija v vuze* [*Psychology in the Institute of Higher Education*], 2011, No. 5, pp. 10–23.

3. Abakumova I. V., Fomenko V. T. Tsennostno-smyslovye ustanovki kak component formirovaniia antiterroristicheskogo myshleniia [Sense-value attitudes as a component of formig anti-terrorist thinking]. *Rossiiskii psikhologicheskii zhurnal* [*Russian Psychological Journal*], 2010, Vol. 7, No. 5–6, pp. 127–133.

4. Leontiev D. A. *Ocherk psikhologii lichnosti* [A sketch of personality psychology]. Moscow. 1997. 64 p.

5. Leontyev D. A., Kalashnikov M. O., Kalashnikova O. E. Faktornaia struktura testa smyslozhiznennykh orientatsii [The factorial structure of the sense-of-life orientations test]. *Psikhologicheskii zhurnal* [*Psychological Journal*], 1993, Vol. 14, No. 1.

6. Muzdybayev K. Egoizm lichnosti [The person's egoism]. *Psikhologicheskii zhurnal* [*Psychological Journal*], 2000, Vol. 21, No. 2, pp. 37–39.

7. Osnitsky A. K., Chuikova T. S. Samoaktualizatsiia aktivnosti sub"ekta v situatsii poteri raboty [Self-actualization of the subject's activity in loss of job situation]. *Voprosy Psychologii [Approaches to Psychology]*, 1999, No. 1, pp. 92–104.

8. Pozdnyakov V. P. *Psikhologicheskie otnosheniia I delovaia aktivnost' rossiiskikh predprinimatelei* [Psychological relations and business activity of Russian businessmen], Moscow, Psychology Institute of the Russian Academy of Science Publ., 2001.

9. Pryadein V. P. *Issledovanie otvetstvennosti kak sistemnogo kachestva lichnosti. Diss. dokt. psikh. nauk* [The study of responsibility as a system quality of personality. Thesis for a Doctor's degree in Psychology]. Moscow, ProSoft-M Publ., 2003.

10. Rean A. A., Kolominsky Ya. L. *Sotsial'naia pedagogicheskaia psikhologiia* [Social pedagogical psychology]. St. Petersburg, Piter Publ., 2000. 416 p.

11. Sakharova V. G. *Otvetstvennost' kak lichnostnyi factor I vozmozhnosti ee diagnostiki* [Responsibility as a personal factor and possibilities of its diagnostics]. Khabarovsk, 2003.

12. Sklyar S. S. *Didakticheskie osnovy formirovaniya otvetstvennosti u starsheklassnikov. Diss. cand. ped. nauk* [Didactic foundations of forming responsibility among senior pupils. Thesis for Candidate's degree in Pedagogics]. Rostov-on-Don, 2010. 21 p.

13. Watkins C., Hill V. On Consultation and Beginner Educational Psychologists. *Educational Psychology in Practice*, Vol. 16, No 1, 2000. pp. 49–51.

14. Webster D. The Appraisal of Educational Psychologists: a very private affair. *Educational Psychology in Practice*, Vol. 17, No. 2, 2001. pp. 110–120.

18

Gridneva S. V., Tashcheva A. I.

Efficiency Estimation of Activity of the System of Counteraction to the Ideology of Terrorism in Youth Environment

In the article the authors state the content and principles of the program of studying the efficiency estimation of the activity of institutes of higher education, research centers, mass media and the Internet as components of the system of counteraction to the ideology of terrorism in youth environment (SCIT). In 2011 they have carried out a monitoring in three regions of the Russian Federation: Rostov and Tomsk regions, the Chechen republic. The authors describe the procedure of the humanitarian-sense examination of the empirical material, methods, methodological tools and results of the monitoring of the modern life's current problem.

The sample was simple, non-repeated, and random. The sample included 1968 people (representatives of marginal population groups who openly negate the policy of the state and the society or are estranged from it). The regional indication was a criterion for dividing the sample on equal groups according to the size and socio-demographic characteristics. Each regional sample was divided into equal groups according to sex.

Research methods: monographic, questionnaire, focus groups, testing, quantity and quality estimation, and statistical processing of the results.

Keywords: *SCIT efficiency, institute of higher education, SCIT component, humanitarian-sense examination, monitoring program, efficiency criteria.*

Relevance. Psychologists of our country note that "modern forms of manifestation of radicalism, xenophobia, extremism in the south of Russia are various; these are ethnonationalism, migranophobia, religious extremism, chauvinism, and racism" [3, p. 11]. The system of counteraction to the ideology of terrorism (SCIT) (I. V. Abakumova, P. N. Ermakov, 2010) was offered as an effective factor of counteraction to the ideology of terrorism [4]. The research which we have carried out in 2011, which have had a comparative character and have enabled us to compare manifestations of the ideology of counteraction to terrorism in the Rostov and Tomsk regions, the Chechen republic was devoted to studying the efficiency of this system in the youth environment.

The **conceptual novelty** of this research was in the use of humanitarian-sense examination of the empirical material which, unlike other examinations established in the humanitarian and social practice (legal, financial and economic, medical, in particular, psychiatric and so forth) and having a specific character of professional tasks and purposes of a certain sphere of social practice, for example, criminological, etc., owing to the multilevelness, complexity and interdisciplinary nature of the regularities governing the processes of the system of counteraction to the ideology of terrorism (SCIT) in the youth environment, is not reduced. I. V. Abakumova, P. N. Ermakov (2010) have developed and approved the algorithm of the procedure in relation to this subject [1, 2].

19

In this regard humanitarian-sense examination, unlike the listed types of branch examinations, resist algorithmization in traditional interpretation.

The research object is the monitoring of functioning of elements of the system of counteraction to the ideology of terrorism in the youth environment.

The analysis of literature, public opinion poll, testing, the method of comparison of groups, the method of statistical processing of results were methods of the study [5].

The public opinion poll was carried out by means of questioning and interviewing of various population groups that made it possible to reveal in the obtained material indices which indicate the level of realization of certain functions by subjects of assessment (system elements).

The content analysis and intent-analysis were methods of a qualitative processing of research results. The first one, as we know, is a traditional method of the assessment of the intensional contents (it means "the contents analysis" word for word) used for overcoming of experts' subjectivity and identification of reliable information, its rather exact registration. In our case these were texts of questionings (questionnaires, interviews) and the mass media focused on the diagnostics of the activity of the system of counteraction to the ideology of terrorism.

We used the intent-analysis as an additional method of data processing that made it possible to fix the quantity of mentions of categories of the analysis, and also to reveal the intensions present in texts which are connected with a concrete category, i.e. in fact, to retrace what initiated the person's activity in certain conditions.

It is known that the general methodical organization of the procedure of the intent-analysis consists in the group of experts' consecutive estimation of author's statements of the chosen text from a set and steady point of view. What is the cause of this statement? What is its goal orientation? Why does the speaker (the answering a question of the questionnaire, interview, the author of the text in the published media or providing information in the Internet) need it.

Methods of studying of sense-of-life orientations which enable us to establish deep reasons of value attitudes of respondents were used as standardized psychometric techniques (tests).

The method of focus groups is a qualitative method carried out by means of a group deep interview. Revealing of the relation of participants to the studied problem and the reasons of such relation and reasons of actions of various age and social groups became the purpose of carrying out focus groups.

The sample was simple, non-repetitive, random, and included1968 persons; the regional sign was a criterion of the division of the sample into equal groups by the volume and socio-demographic characteristics; thus for convenience each regional sample was divided into equal groups according to sex. Therefore the empirical research was carried out in three regions (subjects) of the Russian Federation: Rostov and Tomsk regions, the Chechen republic.

The sample included representatives of marginal population groups who openly negate the state and social policy or are estranged from it [6, 7].

The work was carried out by authorized experts or the authorized organizations in five stages in January-September, 2011.

The **first stage** implied the initial analysis of theoretical, historical and practical materials on a problem of carrying out the monitoring of the system of counteraction to terrorism in native and foreign sources; then the base of the analyzed data should be renewed periodically at least once a year. Either one of the authorized organizations or a special expert can renew it on the instructions of the National Anti-Terrorism Committee; the obtained data should be provided to all experts (organizations).

The **second stage** stipulated the definition of forms and methods which have to be applied in construction and implementation of the monitoring program. The humanitarian-sense examination was a priority form demanded its mastering by experts.

The **third stage** consisted in direct collection of empirical materials which was carried out independently by each expert and the authorized organizations with involvement of the experts who are not experts, but are able to use methods of sociological poll and carryout focus groups etc.

At the **fourth** evaluation **stage** experts analyze the received empirical information by means of distinguishing in each element of the system of indices of calculation of the efficiency of work of the SCIT certain elements according to the earlier proved formula. If there were the most atypical criteria in quantitative or qualitative variants of estimates, they were described in addition from the point of view of productivity, i. e. with use of key elements of efficiency. Further the examination of materials on the work of SCIT as a whole was carried out; expert's reports were prepared.

At the **fifth stage** we revealed most data-intensive indices (indices and categories) of efficiency of functioning of elements of the system of counteraction to the ideology of terrorism; we estimated the efficiency by levels and developed recommendations and suggestions on further improvement of the system of formation of the anti-terrorist ideology.

Let us present the **criteria of the estimation of elements of the system of counteraction of the ideology of terrorism in the youth environment** which we used in the work:

1) the qualitative criterion of estimation makes it possible to reveal in what degree each element of the system realizes the functions delegated to this element by the system of counteraction and the state;

2) the quantitative criterion of estimation considers the degree of variety of arrangements of counteraction to the ideology of terrorism and realization of corresponding functions;

3) the criterion (coefficient) of efficiency reveals the degree of fullness of realization of the functions delegated to the subject of the federation on counteraction to terrorism among youth; also the degree of a variety of methods and forms of work on achievement of the named purposes. This criterion is calculated by means of a special formula;

21

4) the criterion of productivity is understood as a system of estimation which helps experts to determine the degree of expressiveness of achievement of strategic objectives by each element of the system of counteraction through the analysis of the revealed criteria by means of their relative quantitative estimation (high, average, low).

When carrying out the analysis of adequacy of the used criteria and methods we have used the following criteria: expenditure of time; the level of the professional development of the expert or tester (qualification); the volume of a statistical sample which is covered by the technique; possibilities for the intensional analysis; the possibility of revealing of value-motivational factors and risk zones.

Let us characterize each criterion according to three levels.

1. *Expenditure of time*:
– small (it is possible to process a huge volume of information, to analyze and estimate it in a short period of time. A small amount of people may perform this kind of work);
– average (it is possible to process a huge volume of information in a longer interval of time; for its analysis and estimation they need additional information, involvement of new participants of research);
– high (prolonged time stage or attraction of a large number of the processing the results of research is necessary for processing the results).

2. *Experts' qualification*:
– high (the professional with the experience of the expert work);
– average (the professional with the experience of carrying out statistical and psychodiagnostic researches);
– low (the participant of research handles the technology of estimation of a criterion or a method in which realization he/she is involved).

3. *Sample volume*:
– low (it is possible examine several tens, no more than 200 participating people for a specified period of time);
– average (few hundred participants);
– high (the necessary number of participants is several thousands).

4. *Levels of the intensional analysis*:
– low (a criterion or a method provides a statistical material only and does not contain the technology of estimation of the quality of realization of a certain function secured by a subject of the SCIT);
– average (a criterion or a method makes it possible to receive a material, but its intensional interpretation is limited);
– high (a criterion or a method provides the material which enables the expert or the expert not only to reveal the fact of realization of a certain function of the SCIT element, but also to estimate features of its realization in a real practice of socio-political normative-legal relations).

5. *Levels of the identification of risk zones*:

– low – providing statistical information without estimated component;

– average – the provided positive or negative information may be estimated by the expert, but it is impossible to establish the reason of unrealization of certain functions;

– the high – the obtained data are focused on the assessment of success of realization of certain functions of the SCIT elements and make it possible to reveal main reasons of their realization/not realization in a real practice of socio-political normative-legal relations (Table 1).

Table 1

The comparative analysis of the adequacy of the used criteria and the technique of estimation

Method name	Criteria of the analysis of techniques of the estimation of the system of counteraction				
	Expenditure of time	**Experts' qualification**	**Sample volume**	**Intensional analysis**	**Motivation and risk zones**
Qualitative estimation	average	low	high	low	low
Quality estimation	average	low	high	average	low
Efficiency	low	low	high	high	average
Effectiveness	low	average	high	average	average
Humanitarian-sense examination	high	high	average	high	high
Questionnaire survey	low	low	high	average	average
Content analysis	high	average	average	high	high
Intent-analysis	high	high	low	high	high
Tests	average	average	average	high	average
Focus groups	high	high	low	high	high

It follows from Table 1 that each of the suggested methods of the estimate of efficiency has its obvious merits and demerits. For example, the method of questioning enables inclusion of large groups of people, revealing opinions and features of estimation of various social, age, territorial and other groups. However, it does not establish the reason of negative estimates of activity of various subjects of the SCIT by different national groups. This may be done by other methods (for example, focus group). The comparative analysis of criteria and methods of the estimation of results shows the necessity of use of the principle of complementarity, application of a complex of the techniques not duplicating each other, but revealing estimates of various aspects. There is a necessity of formation of a strict sequence of the monitoring procedures that as a result will make it possible to

obtain the complex estimation focused on the diagnostics of various aspects of the SCIT work.

The *fourth stage* of the procedure includes the analysis of obtained information by experts and distinguishing of quantitative and qualitative criteria for formula evaluation of the efficiency of work of a component.

The *fifth, final stage* of the procedure presupposes making recommendations for optimization of the SCIT activity. This is strengthening of any certain forms of the SCIT activity, correction of the possible errors reflected in recommendations for each concrete component of the SCIT.

In a word, the logic of the accepted order of carrying out the estimation should implement the consecutive steps systemically connected with each other.

The analysis of the content and forms of the carried-out monitoring may be realized according to two aspects:

– the first is a compliance with standards (certain indices and criteria);
– the second is an estimation of various components of the SCIT according to expectations of various national groups.

We have revealed a certain deficiency of the material, appeared inaccessible to the analysis. The program of the carried-out monitoring substantially represents a complex of operational activities for data acquisition – to wide extent the internal structure of the program should be divided into three main levels according to the degree of the efficiency of work of each subject of the SCIT and demands experts of various qualification. It is expedient to carry out it in the form of comparative analytics. Three regions of the Russian Federation took part in this research: Rostov region, Tomsk region, the Chechen republic.

The **conclusions** concerning the results of approbation of the program of the SCIT estimation.

1. We have chosen Southern federal university (Rostov region) as a basic structure of the SCIT system. The list of the arrangements of SFedU focused on counteraction to the ideology of terrorism in January-September, 2011 was recognized as the greatest and the total resultant on indices for each element (with 10 points highest possible) became quantitative criterion for the calculation of the efficiency of functioning of SFedU as an element of the system of formation of the anti-terrorist ideology in the youth environment; the qualitative criterion of the work of SFedU have had 9 points. Experts recognized the qualitative criterion of this component of the SCIT as a variable changing at introduction of additional functions of the component; the quantitative criterion was the degree of the variety of the made arrangements, their systemacy and so forth.

The productivity coefficient for SFedU may be revealed only at the subsequent estimation stages, since now there is not enough data for comparison of work by years, or with another federal university of Russia.

2. When calculating the effectiveness ratio of the activity of research establishments, institutes of higher education as the SCIT subjects in regions we have revealed

errors of empirical data gathering: some indices of the diagnostic tests which have been carried out in relation to national groups differed from the results of humanitarian-sense examination.

The monitoring researches with use of the corresponding indexes at institutes and scientific centers of Rostov-on-Don and Taganrog are recognized important for further antiterrorist activity in the youth environment, however these results did not receive significant social representation: only a narrow circle of experts known them.

There was no special work on counteraction to the ideology of terrorism in the youth environment in the Tomsk region during the studied period; however they have had increased the partner relationships of educational, scientific, cultural, creative, charitable, sports character of young residents of Tomsk with contemporaries from the countries of the near and far abroad which were initiated by youth authorities, educational institutions, youth public associations. These were estimated by experts as indirect indicators of prevention of religious and racial intolerance in the youth environment.

Today there is no mechanism of such data acquisition at the centralized level; this significantly complicates the complex analysis on the work of higher educational institutions and scientific centers as the SCIT subjects.

There is no data on similar work in the Chechen republic.

Table 2

The summary table in three regions of the Russian Federation

The SCIT components	Indices of efficiency of activity in regions		
	Rostov region	**Tomsk region**	**Chechen republic**
The higher schools	244	150	0
Research establishments	14	0	0

3. It is obvious that the SCIT subjects most fully realize only a part of their functions, which makes it impossible to estimate, for example the index of coordination of the activity of regional and municipal public authorities on counteraction to the ideology of terrorism. Table 2 demonstrates the comparison of indices of the efficiency of the activity of the SCIT components in three regions of the Russian Federation.

4. The content- and intent-analyses of materials of mass media and the Internet-contents have had the greatest information capacity. The comparative analysis showed that in June-August, 2011 the anti-terrorist subject in mass media and the Internet is generally presented by the relation to the terrorist activity as a whole, i.e. statements, opinions, estimates about terrorism as about the phenomenon, about terrorist groups and certain terrorists. The subject connected with the state policy, acting as an initiator of counteraction is on the second place: resolutions, acts and projects of human rights organizations, public agents, and public actions of a social level. 10–12 % of information has an ideological anti-terrorist orientation in the mass

media and Internet sites; up to 80 % of information has a news character and is broadcast from places of events. Authors of these articles, living in these regions, provide a negative data concerning terrorism and anti-terrorist policy in the mass media. There is an obvious deficiency of the publications connected with the assessment of the reasons of the terrorist thinking extrapolation.

Table 3 demonstrates the existence/absence of the strategy of newsmaking in the mass media materials of the propaganda of values of the anti-terrorist ideology.

Table 3

The data concerning the existence/absence of the strategy of newsmaking in the mass media materials of the propaganda of values of the anti-terrorist ideology

The character of the journalistic senses	Region		
	Rostov region	**Tomsk region**	**Chechen republic**
Support	+	+	+
Negation	+	–	No information
Absence of the relation	–	–	No information
Reasoning, information translation	+	+	+
Journalistic investigation	+	–	–

5. We have grounded a sufficient adequacy of the used criteria and methods, in particular, due to the competent realization of the principle of complementarity of the research methods and techniques. We have done all necessary amendments.

References

1. Abakumova I. V. *Lichnostno-smyslovaia ekspertiza kak metod otsenki urovnia gumanizatsii obrazovaniia // Sistema upravleniia kachestvom obrazovaniia v RGU.* [Sense-personal examination as a method for estimation of the level of humanization of education //The system of the quality management of education in Rostov State University]. Rostov-on-Don, Rostov State University Publ., 2003, pp. 178–181.
2. Abakumova I. V. Lichnostno-smyslovaia ekspertiza kak metod otsenki osnovnykh komponentov obrazovaniia v vysshikh uchebnykh zavedeniiakh [Sense-personal examination as a method for estimation of main components of education in institutes of higher education]. *Materialy nauchno-prakticheskoi konferentsii* [*Proceedings of Research and Practical Conference*]. Rostov-on-Don, Rostov State University Publ., 2005, pp. 197–199.
3. Abakumova I. V., Ermakov P. N. Molodezh' protiv terrora (o rabote antiterroristicheskogo molodezhnogo festivalia) [Youth against terror (about the work of the anti-terrorist youth festival)]. *Rossiiskii psikhologicheskii zhurnal* [*Russian Psychological Journal*]*,* 2012, Vol. 9, No. 4, pp. 11–15.

4. Abakumova I. V., Ermakov P. N. Tekhnologii napravlennogo vozdeistviia po profilaktike ideologii ekstremizma I terrorizma [Directed influence technologies of prevention of the ideology of extremism and terrorism]. *Sbornik materialov 6-i mezhdunarodnoi nauchnoi konferentsii po problemam bezopasnosti I protivodeistviia terrorizmu* [*Proceedings of the 6th International Scientific Conference on Problems of Safety and Counteraction to Terrorism*]. (November, 11–13, 2010, Moscow State University, Moscow). Moscow, Moscow State University Publ., pp. 181–194.
5. Andreyeva G. M. *Psikhologiia sotsial'nog opoznaniia: ucheb. posobie dlia vuzov.* [Psychology of social cognition: textbook for institutes of higher education]. Moscow, Aspekt-press Publ., 2004. 288 p.
6. Gridneva S. V., Tashcheva A. I. Fear as a coping in children. *The 12th European Congress of Psychology*, Istanbul, July, 04–08, 2011. Poster abstracts. pp. 176.
7. Gridneva S. V., Tashcheva A. I. Patterns of adolescent coping with domestic violence. *Abstracts XXX International Congress of Psychology*. Cape Town, South Africa: published under the auspices of the International Union of Psychological Science (IUPsyS), 2012. pp. 386.

Dikaya L. A.

Development of Creativity Among Experts in Counteraction
to Terrorism and Elimination of the Consequences of Acts of Terrorism

The article substantiates the necessity of development of creativity among experts in counteraction to terrorism and elimination of the consequences of acts of terrorism. The author demonstrates the role of psychophysiological technologies in development of a creative potential. The author describes the technique of carrying out an alpha-biofeedback training for development of creativity among experts. 22 correspondence students of Southern Federal University (SFedU) and South-Russian Humanitarian Institute (SRHI) aged 35–44 were examinees in the research. They were former special detachment fighters who took part in elimination of consequences of acts of terrorism (special operations soldiers, snipers, shot-firers, sappers). The examinees have been divided into 2 groups: a control group (11 persons) and an experimental group (11 persons).

On the basis of the carried-out comparative analysis the author demonstrates the efficiency of the alpha-biofeedback training in solving non-standard problems of the professional activity of officers of special operations forces. The author draws a conclusion that after training in self-regulation of the alpha rhythm EEG by means of biofeedback training the level of creativity has been increases and situational anxiety has been decreased among the officers of special operations forces working within anti-terrorist activity.

Keywords: *counteraction to terrorism, anti-terrorist activity, development of creativity, biofeedback training, alpha rhythm EEG.*

Terrorism is a system phenomenon of a complex political, economic, military, legal, and psychological nature. Thus its psychological component has started to play one of dominating roles in recent years. In modern conditions we need an essentially new system of the organization of the system of the struggle against terrorism, including the psychological support of anti-terrorist activity [1, 9, 14].

The psychological support of anti-terrorist activity is first of all a system of the complex and permanent highly professional qualified psychological assistance at all stages and levels of struggle against terrorism. The system of psychological support of the anti-terrorist activitiesshould develop and apply psychotechnologies of identification, prevention, suppression of terrorist activity and minimization of its negative psychological consequences [17].

V. P. Zhuravel notes, "Being a dangerous social phenomenonterrorism constantly develops, improves itself. Experts note its creativity and innovation. Terrorism is increasingly distinguished by its insidiousness, unexpectedness, and unpredictability" [10, p. 6].

Owing to various reasons within the activity of the power bodies which intention is safety and counteraction to terrorism, the problem of the development of creativity among the officers of power structures is insufficiently covered in scientific literature.

Thus, the problems which young officers face during professional- psychological training in service in a zone of anti-terrorist actionsare often connected with the

necessity of effective decisions in the non-standard, extreme conditions at the risk of their lives, as well as at the risk of citizens' lives: kidnapping, capture of hostages, blackmail, requirements of terrorists, insane persons, suicide explosion of suicide bombers, etc. [2].

Many of such situations may be potentially solved without use of weapons and human losses (negotiations, mediation, etc.), others – by the effective power actions of officers of special units minimizing human losses [6, 11].

The is a classic example of a creative solutionby police officers of Houston (USA) of a situation with taking a hostage by a eighteen-year-old young man whothreatened to kill her in a state of alcoholic intoxication. This situation was reduced to that when in some hours of negotiations police officers guessed that the extremistwas tired and had a hangover they turned on powerful loudspeakers with a deafening melody, and the unfortunate terrorist gave up shivering [15].

However in some cases they neglect such opportunities because of the insufficiently considered and planned combatant operation which is often carried out at deficiency of time, material and human resources. The ability ofofficers of special police squad to work independently, effectively solving fighting problems is a precondition of the solution of such problems. The development of creative thinking, ability to foresee intentions of terrorists and to find non-standard ways in the tactics and strategy of neutralization of terrorist and extremist groups may promote this [16].

It concerns not only creative decisions when developing revolutionary technological decisions in modern means of war, communication systems, detection and destructions of the opponent, but also creativity of a military thought when developing new forms and methods of application of these means in struggle against terrorist groups [13].

Thus, in some foreign special operations forces besides fighting groups commando they effectively apply actions of operators of psychological war for weakening and suppression of the opponent's will; these are theofficers of a military course of psychological operations,possessing basic knowledge in a number of concrete areas, such as anthropology, sociology and psychology, and having certain characteristics, such as adaptability, creativity, flexibility, initiative and objectivity [12].

For example, analyzing the problems of vocational training of experts in negotiations in extreme situations, N. S. Khrustaleva with coauthors comes to a conclusion about a necessary combination of their creativity and high disciplinary claims, professionally important qualities and personal properties, existence of special knowledge in the field of psychology of crisis and extreme situations [18]. A. A. Ishutkinaalso demonstrates that distinctions between successful and unsuccessful negotiators, making serious mistakes and errors in negotiating in extreme situations, concern not only abilities to plan the solution of a problem (coping-strategies), ability to analyze difficult situations of the interaction of people (social intelligence), stress tolerance, abilities to resolve conflicts, and also good intuition [11].

Therefore, the development of creativity among experts in counteraction to terrorism and elimination of the consequences of acts of terrorism is caused by a high demand of this personal property in their professional activity.

Psychological trainings of the development of the creative potential of the person have a wide practical application nowadays. Noting the effectiveness of such trainings, psychologists emphasize the dependence of their result on a functional condition of its participants, on the level of their skills of self-control [7]. It is especiallyurgent for specialists in counteraction to terrorism and elimination of the consequences of acts of terrorism since conditions of their professional activity abound in the most powerful stress factors [14]. In this regard they need not only psychological, but also psychophysiological technologies for the development of creativity of such experts. In applied psychophysiology alpha biofeedback trainingof the EEG parameters gains a widespread application as a modern psychophysiological method of the development of creativity.

Researchers mark a key role of alpha activity of the brain of in the central regulation of cognitive functions. Modern researchers showed a compliance between the power of the EEG alpha waves of and efficiency ofsolving the cognitive problem demanding internal control of information processing, use of short-term memory or a musical-performing action, betweenthe width of the wave's range, possessing alpha activity, and the success of solving semantic tasks and creativity, between the frequency of the maximum alpha peak at rest and intellectual working capacity [3, 4]. Therefore it is possible to note that the activity of waves in the alpha range is the universally recognized criterion of increase of the efficiency of regulation of cognitive processes of the central nervous system. Therefore, application alpha biofeedback training for the development of creativity among experts in counteraction to terrorism and elimination of the consequences of acts of terrorism it is reasonable.

The **research object**. 22 correspondence students of SFedU and SRHI aged 35–44 were examinees in our research; these were the former fighters of special operations forces who took part in elimination of the consequences of acts of terrorism (fighters of special mission units, snipers, explosives experts, sappers). They have divided the examinees into 2 groups: the control group (11 persons) and the experimental group (11 persons).

The **probing procedure**. The representatives of the experimental have had a five-day course of self-control of the EEG alpha rhythm by biofeedback training. One session of alpha biofeedback training lasted for 30 min. The session included three or four episodes of theEEG recordings with use of the EEG feedback sound protocols. We have registered indices of spectral power of the alpha rhythm in three tests: 1) quiet state with eyes closed; 2)wakefulness with eyes open; 3) a creative task solution in an insight way. We have fixed the EEG indices from four electrodes – bilateral occipital and central (O1, O2, C3, C4). Alpha biofeedback training of examinees was carried out through the same electrodes.

30

Model non-standard mission of searching weak points in the enemy's defences, detection of weak points in anti-terrorist protection of guarded object, search and neutralization of explosive device, planning of combatant operations in conditions of the deficiency of time and limited resources were the stimulus material for a creative task solution in an insight way.

During the alpha biofeedback training each testee have listened to 4 musical audiofragments (musical files) from 4 spatially divided dynamics corresponding to the electrodes (O1, O2, C3, C4), with the sound power level proportional to instant amplitude of the alpha rhythm. The signal of feedback has changed depending on the EEG alpha rhythm individual parametersin locus C4. At the deviation of the amplitude of the EEG alpha rhythm from a set value the sound signal in loudspeakers grew louder.

Before the training we have instructed each testeeon the procedure and explained the dependence of parameters of a feedback signal on changes of psychoemotional state. We have offered a testee to remember the state when the parameter made a necessary change.

Representatives of the control group have also solved creative tasks. We have alsomeasured their indices of the EEG alpha rhythm. However we haven't carried out it is biofeedback training with them.

Representatives of both groups underwent psychophysiological and psychological testing before carrying out alpha biofeedback training.

Researchtechniques. We have carried out alpha biofeedback training by means of a rehabilitation psychophysiological complex for the training with biofeedback "Reakor". We have estimated the degree of originality of examinees by the test of nonverbal creativity of Torrens [5]. We have measured the degree of situational and personal anxiety of examinees was by means of the technique by Spilberger-Khanin [8]. We have carried out the expert judgment of the quantity and originality of versions ofsolving non-standard problems. Standard computer methods of mathematical statistics have ensured the accuracy of empirical results. The comparison of average values of a variable in two groups of examinees was carried out by means of Student's t-criterion).

The **research results**. The comparative analysis of the obtained indices of originality in the experimental and control group before carrying out alpha biofeedback training haven't revealed significant differences. The representatives of these two groups have had no significant distinctions in expert judgementof the quantity and originality of versions of solving non-standard problems. Comparison of the degree of originality after carrying out alpha biofeedback training enabled us to conclude that among the participants of the experimental group the originality degree have increased both in comparison with the control group ($t = 2,346$; $p < 0,05$) and in comparison with the initial level of originality of representatives of the experimental group before carrying alpha biofeedback training ($t = 3,812$; $p < 0,01$).

The analysis of changes of the level of situational and personal anxiety before carrying out alpha biofeedback training have revealed that the level of situational anxi-

ety of 67 % of examinees from the experimental group has considerably decreased in comparison with initial values before its carrying out. This decrease in the level of anxiety in the experimental group was very significant (t = 6,636; p < 0,001) whereas in the control group after 5 days of expectation there was insignificant increase inthe level of situational anxiety only among 20 % of examinees.

The comparative analysis of indices of situational anxiety in the control and experimental groups at the end of "forming" experiment have ascertained a reliably lower level of anxiety among representatives of the experimental group in comparison with the control group (t = 5,331; p < 0,01).

The comparative analysis of the level of personal anxiety in the experimental and control groups alpha biofeedback training have not revealed reliable distinctions.

After the comparison of expert judgementsof the quantity (fluency) and originality of versions of non-standard problems solving of the professional activity by the former officers of special operations forces before and after alpha biofeedback training we have revealed very significant increase in these indices (t = 5,357; p < 0,01 и t = 3,672; p < 0,01 respectively) that confirms the efficiency of training of the degree of the alpha rhythm self-regulation by alpha biofeedback training for creativity development.

Thus, carrying out alpha biofeedback training not just significantly reduces the level of situational anxiety as we see it from the results of the comparative analysis of this variable among representatives of the experimental and control groups, but also raises the nonverbal creativity level, the number of generated ideas and the degree of their originality at solving non-standard tasks within the professional anti-terrorist activity of officers of special operations forces. The obtained conclusions are similar to the results obtained in researches of other authors [3, 4, 7, 19, 20, 21] where they confirma positive influence of alpha biofeedback training on the decrease in the degree of intensity and the increase inthe degree of the development of creative potential. Thus, we may formulate, at least, two important conclusions about the efficiency of the influence of training of self-control of the alpha rhythm of the EEG by alpha biofeedback training among officers of special operations forces working within the anti-terrorist activity: the increase in the level of creativity and decrease in situational anxiety.

References

1. Abakumova I. V., Ermakov P. N. Psihologicheskie tehnologii formirovanija antiterroristicheskih cennostej v molodezhnoj srede [Psychological technologies of forming anti-terrorist values in the youth environment]. *Rossijskij psihologicheskij zhurnal* [*Russian Psychological Journal*], 2010, Vol. 7, No. 5–6, pp. 23–26.
2. Andreyev V. N. *Psikhologicheskoe obespechenie peregovornoi deiatel'nosti sotrudnikov OVD v ekstremal'nykh usloviiakh. Uchebno-metodicheskie materially* [Psychological support of negotiating activity of officers of Departments of Internal Affairs in extreme conditions. Methodological materials]. Moscow, Academy of Management of the Ministry of Internal Affairs Publ., 1997.

3. Bazanova O. M., Aftanas L. I. Individual'nye kharakteristiki al'fa-aktivnosti elektro-entsefalogrammy I neverbal'naia kreativnost' [Individual characteristics of the alpha activity EEG and nonverbal creativity]. *Ross. fiziol. zhurn. im. I. M. Sechenova* [*Russian Journal of Physiology*], 2007, Vol. 39, No. 1. pp. 14.

4. Bazanova O. M., Balioz N. V., Muravleva K. B., Skoraya M. V. Vliianie treninga proizvol'nogo uvelicheniia al'fa-moshchnosti EEG na variabel'nost' serdechnogo ritma [The influence of the training of voluntary increase in the alpha-intensity EEG on heart rhythm variability]. *Fiziologiia cheloveka* [*Human Physiology*], 2013, Vol. 39, No. 1, pp. 103–116.

5. Voronin A. N. Diagnostika neverbal'noi kreativnosti (kratkii variant testa Torransa [Diagnostics of nonverbal creativity (a short version of the Torrance Tests of Creative Thinking)]. *Metody psikhologicheskoi diagnostiki* [*Methods of Psychological Diagnostics*], 1994. No. 2, pp. 5–39.

6. Dikaya L. A. Obratnaia storona kreativnosti. Rol' kreativnosti v protivodeistvii terrorizmu [A reverse side of creativity. The role of creativity in counteraction to terrorism]. *Rossiiskii psikhologicheskii zhurnal* [*Russian Psychological Journal*], 2010, No. 5, pp. 57–62.

7. Dikaya L. A. Sovremennaia psikhofiziologiia I mozgovye mekhanizmy tvorchestva [Modern psychophysiology and brain mechanisms of creativity]. *Rossiiskii psikhologicheskii zhurnal* [*Russian Psychological Journal*], 2008, Vol. 5, No. 4, pp. 65–70.

8. Yeliseyev O. P. *Praktikum po psikhologii lichnosti* [Workbook in personality psychology]. St. Petersburg, 2000. 560 p.

9. Ermakov P. N., Brizhak Z. I. Vysshee obrazovanie I sistema protivodeistviia ideologii terrorizma [Higher education and the system of counteraction to the ideology of terrorism]. *Rossiiskii psikhologicheskii zhurnal* [*Russian Psychological Journal*], 2010, Vol. 7, No. 5–6, pp. 68–75.

10. Zhuravel V. P. Sovremennye problemy protivodeistviia mezhdunarodnomu terrorizmu [Modern problems of counteraction to the international terrorism] *Obozrevatel-Observer*, 2010, No. 5 (244), pp. 5–15.

11. Ishutkina A. A. Uspeshnost' peregovornoi deiatel'nosti sotrudnikov MVD v ekstremal'noi situatsii po osvobozhdeniiu zalozhnikov [Ssuccess of negotiation of officers of the Ministry of Internal Affairs in an extreme situation of hostage release]. *Materialy XVII mezhdunarodnoi nauchnoi konferentsii studentov, aspirantov I molodykh uchenykh "Lomonosov 2011"* [*Proceedings of the XVII International Scientific Conference of Students, Post-Graduate Students and Young Scientists "Lomonosov 2011"*]. Moscow, Moscow State University Publ., 2011.

12. Kozlov V., Kozlov S. Spetsnaz zarubezh'ya: kommandos iz Brazilii. [Special mission units of the abroad: the commando from Brazil]. *Bratishka* [*A Brother*]. Available at: http://www.bratishka.ru/archiv/2013/01/2013_1_13.php (Accessed January 2013).

13. Kondratyev A. E. Setetsentricheskii front. Boevye deistviia v edinom informatsionnom prostranstve [The network focused front. Combat operations in a single information space]. *Natsional'naia oborona* [*National Defense*], 2011, No. 2.

14. Maryin M. I., Kasperovich Yu. G. *Psikhologicheskoe obespechenie antiterroristicheskoi deiatel'nosti* [Psychological ensuring of anti-terrorist activity]. Moscow, Academiya Publ., 2007. 208 p.

15. Mikalko M. *Igry dlia razuma. Trening kreativnogo myshleniia* [Games for mind. Training of creative thinking]. St. Petersburg, Piter Publ., 2007. 448 p.

16. Raspisenko N. P. Rol' psikhologicheskogo obespecheniia v professional'noi podgotovke molodykh sotrudnikov, ubyvaiushchikh v zonu antiterroristicheskikh deistvii [The role of psychological support in vocational training of young officers going to the zone of anti-terrorist actions] *Uchenye zapiski universiteta imeni P. F. Lesgafta* [*Proceedings of P. F. Lesgaft University*], 2012, No. 7 (89), pp. 109–114.

17. Khvalko I. V. *Psikhologicheskoe soprovozhdenie antiterroristicheskoi deiatel'nosti. Diss. cand. psikh. nauk* [Psychological support of anti-terrorist activity. Thesis for Candidate's degree in Psychology]. Moscow, 2008. 198 p.

18. Khrustaleva N. S., Rezler M. I. Ishutkina A. A. Problemy professional'noi podgotovki «peregovorshchikov» v ekstremal'nykh situatsiiakh [The problems of vocational training of "negotiators" in extreme situations]. *Vestn. S.-Peterb. un-ta* [*The Bulletin of St. Petersburg University*], 2010, Issue 12, No.1, pp. 55–58.

19. Fink A., Neubauer A. C. EEG alpha oscillations during the performance of verbal creativity tasks: Differential effects of sex and verbal intelligence. *International Journal of Psychophysiology*. 2006. Vol. 62 (1). pp. 46–53.

20. Hardt J. V. EEG Biofeedback Method and System for Training Voluntary Control of Human EEG Activity. *United States Patent*. 1990. No. 4 (928). pp. 704.

21. Ermakov P. N., Dikaya L. A. Dynamics of brain cortical activity in gifted high school seniors developing own creativity: A longitudinal study. *Longitudinal and Life Course Studies: International Journal*. London, 2010. Vol. 1. Issue 3. pp. 270.

Kagermazova L. Ts., Abakumova I. V., Boguslavskaya V. F.

Sense-Value Attitudes as a Factor of Forming Anti-Terrorist Consciousness in Polycultural Environment of Institute of Higher Education

The authors argue that when an individual enters into another sociocultural field, he/she adopts new cultural senses necessary for the restoration of the broken sense correspondence of consciousness and being of the individual. However, the adoption of new cultural senses may lead to deep sense-value dissonances as a result of the clash of discrepant senses – the senses of the person and the senses of the new sociocultural environment. When forming anti-terrorist consciousness the technologies of the directed forming sense-value attitudes focused on features of development of sense guidelines of students in the polycultural, interethnic, and interfaith environment should be used.

Keywords: *attitudes, sense-value attitudes, technologies of the directed transmission, convincing influence, tolerance, intolerance, interethnic interaction, student's environment.*

Democratic transformations in society have directly influenced social and psychological characteristics of youth, and also their sense-value attitudes. Now the integrative tendencies outlined in the last century in the world community, which was promoted by the rapid development of mass media, became determinative in the developing global social space.

Now the social thought of our country searches a value-normative paradigm which would become a basis for optimum forms of social interaction in polycultural conditions and the normative-declared pluralism in all spheres of social life. Thus in the Russian Federation formation of tolerance and overcoming of extremism were approved at the national level.

Formation of tolerance takes on special significance in a situation when the quality and standards of life of the population of Russian change for the worse. The problems connected with interpersonal and intergroup relations in the normative-declaredbecome urgent therefore. Manifestations to these relations, which have become lines of social tension are acute in view of the fact that market-style and democratic transformations reforms market reforms became crisis sense for Russian society and put people in the situation of choice objectivization in all spheres of social life.

It is connected with youth marginality which is caused, first, by the status uncertainty and search of social roles, and also difficulties of their mastering; secondly, age psychological features create additional conditions for young people's interiorization of radical ideas and their realization in extremist activity.

Therefore studying anti-terrorist behavior of youth, tolerance through formation of value-sense attitudes is necessary for overcoming existing or possible forms of manifestation of intolerance in the youth environment.

In the process of vocational training and education of the future expert's personality it is necessary to consider the specificity of ethnic communities living and

interacting in the uniform polycultural educational space of the institute of higher education, mechanisms of functioning of ethnogroups at a local level, conditions of adaptation of representatives of other nationalities and migrants to living conditions in a new place. Studying of features of culture, values, life strategies and behavior of representatives of various nationalities makes it possible to define approaches to creation of toleranceas a psychological and value norm of regulation of the social-group interaction (I. V. Abakumova), which is especiallyurgent for the educational environment, being characterized by the confessional, ethnocultural, sociocultural relations and tolerance manifestations.

According to A. G. Asmolov, a head of the federal program "Formation of Attitudes of Tolerant Consciousness and Prevention of Extremism in Russian Society", "tolerance means recognition of the opinion of others; it is a universal norm of coexistence, cooperation, social interaction" [9, p. 10]. Thus, tolerance is a determinant reducing situations of the recurrence of violence, discrimination, human rightsviolation. Since the person's tolerant position is realized in a problem, stressful situation studying the interrelation of tolerance and the coping-strategies, reflecting the ways the personcopes with intense situations, researches of the value-sense sphere of personality for revealing of behavioural strategies of a tolerant person are of scientific interest.

In the most general terms sense techniques insense-creation in the educational process adds up to a choice and actualization of the student's values and needs, and also his/her self-categorization and construction of the life-world according to personal senses, sense formative motives, sense attitudes.

For construction of a technological scheme of sense translation in education as a model of the complex technology of the process of actualization of students' personal senses there was a need for the stage of their division into separate functional elements (or levels) and designation of hierarchical connections between them. The logic of creation of the complete system of the technologies focused on activization of pupils or students' sense-creation assumes an intentiality, i.e. the correlation between more general and more private ways and methods of trainees' sense-creationof is formed after a "top-down" manner, when the technologies of higher level put in the educational process (hierarchy: strategic level – tactical level – operational level) define the specificity of methods and ways making "steps" of lower technologies. This approach makes it possible to trace the real dynamics of the sense activity enabling the student to construct random relations with the world around, other people, and with self. They create a sense continuum from primary, most elementary sense personal formations (personal meaning, sense attitudes, motives) up to the level of higher senses which define the person's meaning of life, his/her main values of life, initiating sense orientation of the person in the real and vital worlds[5].

The described above mechanisms of the initiation of students' sense-creation make it possible to choose the most productive methods of formation of tolerant consciousness which possess the greatest sense forming potential and will provide the most sense saturated process. The practice of sociocultural communications

shows that sensesmay be generated, found, transferred, lost, etc. Besides they may be hidden (for example, for the purpose of manipulative influence on the partner), played, camouflaged, veiled consciously or unconsciously by means of other senses transferred demonstratively. Therefore, senses "for self" may differ considerably from senses "for others".

Moreover, "senses for self" are stereoscopic. The person, for example, may be guided by one senses, but justify own behavior by other ones, keeping thereby the integrity of personality and a high level of self-assessment. Reflexing deep intoself, the person is inclined to choose, put in the forefront of consciousnesses those senses by means of which he/she proves expediency of own unethical actions, anyway reasoning their optimality for specific conditions and situations. Such discrepancy of not only externalbut also internal sensesis not a rarity in human interactions and relations: the practice of psychoanalysis has a lot of striking examples [4].

Considering various nuances of senses and also the circumstance that the sense may be differently positioned in relation to communicative purposes of subjects, we should dwell on the issue of the analysis of the content of the term "intension" (from Latin – *intentio* – aspiration, intention). We believe that intension, being a communicative intention, is realized, instrumented by means of the sensesshown in the person's internal space and the senses transferred by other participants of interaction.

Thus instrumenting the intension, the sense not only discloses it, fillsit with a concrete vital content, but also, on the contrary, hides it by "distracting senses" in the situations when the intension disclosure is for some reasons undesirable. Therefore, the intension and the sense though are internally interconnected at the same time have some "degrees of freedom" in relation to each other. Thus, the intension is rather a steady system, and the sense is situational, changeable. Researches in this area were carried out in the psychology of our country. The problem of social attitude was actively elaborated in the psychology of our country. The interest in it is caused by that as G. M. Andreyev, A. G. Asmolov, and etc. note the concept "social attitude" is one of fundamental in social psychology and in the substantial plan covers the whole complex world of human personality: experience, individual and psychological features, etc.; it is considered as "a factor of formation of the person's social behavior, being in a form of the person's relation to conditions of his/her activity, other people" [2, p. 112].

In the mid-seventies of the XX century V. A. Yadov has formulated the dispositional concept of regulation of the person's social behavior. According to the specified concept the person forms a complex system of dispositional constructs (specific conditions of a predisposition to estimate and certain forms of activity) which, in turn, are united in a hierarchical structure: from attitudestowards concrete subject operations (the area of psychological attitudes) to attitudestowards behavior in difficult social conditions. At the heart of the creation of dispositional constructs there are the needs of a certain level (including complex social needs), "meeting" in situations in which they can be satisfied. V. A. Yadov have distinguished four main levels in dispositional constructs (depending on the hierarchy of the system of needs and situations in

which they are satisfied): a) the first level includes the attitudes which are formed on the basis of vital needs and in the most elementary life situations; b) the second level is made by the dispositional constructs which are formed and realized in communication within a small group; intensionally they correspond to the term "attitude" used in foreign sources and some sources of our country; c) the third level registers the dispositions in which the general orientation of the person's interests defining his/her choice of forms of social activity or a tendency to activity in a certain social sphere is realized; d) the fourth level of dispositional constructs is formed by the personsvalue orientationsand regulates his/her behavior concerning the most significant social objects, including economic, political, ideological, and etc. conditions in which he/she has to be active. "At this highest level goal-setting is a certain "life plan" which major elements are certain life goals connected with the main social spheres of the person's action – in the field of labour, knowledge, family and social life", V. A. Yadov noted [9, p. 9]. In his opinion, this higher layer of dispositions mediates the main, arterial directions of individual evolution of personality in time, in space and in society.

Thus V. A. Yadov considers two types of dispositions real: behavioural dispositions and spoken dispositions. Different paradigms of actions underlie them; these are the paradigm of realization and theparadigm of consciousness and communication.

Investigating social attitudes, which mediate main personality traits, a number of psychologistsdefined this phenomenon as an internal position, orientation (L. I. Bozhovich, M. S. Neymark, etc.), dynamic tendency (S. L. Rubenstein, etc.), main vital orientation (B. G. Ananyev, etc.), dominating relation (V. N. Myasischev, etc.).

When A. N. Leontyev discussed personal sense he noted, "psychic reflection inevitably depends on the relation of the subjectto a reflected subject – from its vital sense for the subject" [8, p. 112], and each "conscious reflection is psychologically characterized by a specific internal relation – the relationof a subjective meaning and sense" [9, p. 8]. They (personal sense and meaning) do not coincide directly. However, according to A. N. Leontyev, personal senses are the main "bearer of intentionality": "the constantly reproducing discrepancy of personal senseswhich bearintentionality, partiality of theconsciousness of the subject and meanings "insensitive" to it does not disappear and cannot disappear. Therefore the internal movement of the developed system of individual consciousness is dramatic. It is created by senses which cannot "state themselves" in adequate meanings, the meanings deprived of the vital ground and therefore sometimes painfully discrediting themselves in the consciousness of the subject; they are created, at last, by existence of motives-purposes conflicting with each other" [9, p. 8].

The stated above reveals that a substantial contour of the concepts put forward by the scientist and his followers and also conclusions concerning structuring consciousness have a distinct connection with the concepts of intentionality and intension.

The modern period is characterized by the increase of the interest of scientists to the problem of intentionality and personal senses, especially, when it is a question of formation of value-sense sphere of personality.

One and the same meaning of life, refracting in the structure of personality, may take various shapes and assume different aspects, but all of them are interconnected in a complete system of the sense regulation of the person's activity. Sense structures are the turned forms of the subject's life relations, i. e. another being of a certain reality in the person's inner world. In the sense sphere D. A. Leontyev distinguishes six functionally various kinds of sense structures. These structures belong to three levels of organization: the level of structures, which are directly included in regulation of processes of activity and psychic reflection (personal sense, senseattitude); the level of sense forming structures which participation in regulatory processes is mediated by structures of the first level generated by them (motive, sense disposition and sense construct); and, at last, higher level where there is the only sense structure – personal values which are an invariable and steady source of sense-creation. At all distinction of the character and functional manifestations of the listed structures they are closely connected among themselves. We should notethat a half of the listed personal structures cannot be attributed to the structure of personality because personal sense, senseattitude and motive are not steady, invariant constructs. They only function within a single concrete activity. Unlike them sense constructs, sense dispositions and values aretrancesituational, "beyond the activity". Another distinction between sense structures is associated with their functioning. Attitudes and dispositions function in the plane of the practical object-oriented and mental activity. Personal meanings and sense constructs function in the plane of consciousness, the person's image of the world. Motives and values are connected with consciousness and activity processes (D. A. Leontyev, 2003). As D. A. Leontyev notes, the sense depth is determined by the orientation towards values conforming to a concrete person's individuality. A key to a personal meaning is in the structure of value hierarchies of each individual. Consideration of values as senseconstructs most completely reflects the complexity of their content and functioning as elements of the person's cognitive structure and as elements of his/her sphere of motivation and needs.

Considering the question of correlation of the concepts of value and sense, D. A. Leontyev uses the two-level model of motivation offered by E. Yu. Pyatayeva (1993) as an explanation. She distinguishes two levels of motivational constructs. Concrete and situational motivational constructsrelevant to a single activity belong to one level. Motivational formations of another level are extra situational, steady and generalized. They induce activity not directly, but participating in generation of concrete and situational motives. The first type of influences of steady motivational structures on emergence and functioning of concrete and situational motives is a situational specification of the first in the second. The second is a "shift" of a concrete activity according to some steady extra situational principles of behavior. The criterion that attributes these personal tendencies to the class of steady motivational structures is that they are shown not only in implementation of a certain activity, but at a stage of generation of concrete and situational motives, i. e. "formation of motives" of a concrete activity, and are reflected in the structure of concrete motives, in their sense characteristic. The same,

in fact, division is presented in the three-level scheme of the motivation structureof A. G. Asmolov (1990) who distinguishes sources of motivation, determinants of orientation of activity in a concrete situation and regulators of activity. The first two levels practically coincide with those distinguished by E. Yu. Pyatayeva. According to the functional place in the motivation structure personal values belong to the class of steady motivational constructs described by E. Yu. Pyatayeva or motivation sources by to A. G. Asmolov. Their motivating is not reduced to a concrete activity, concrete situation; they correspond to the person's activity as a whole and have a high degree of stability. The additional argument supporting this situation is that independently a number of authors suggested to distinguishtwo classes of values– values-purposes of life activity or terminal values, on the one hand, and values-principles of activity or tool values, on the other part (M. Rokeach, 1972; Yu. M. Zhukov, 1976) which functions coincide with two forms of influence of steady motivational constructson concrete and situational ones described by E. Yu. Pyatayeva.

Thus, it is possible to draw a conclusion that the person's values are steady motivational constructs and leading sources of vital senses significant for the person.

D. A. Leontyev (2003) has offered the concept of three forms of existence of values, turning one into another: 1) public ideals – developed by social consciousness and its general concepts about perfection in various spheres of social life; 2) subject embodiment of these ideals in deeds or works of certain people; 3) motivational structures of personality ("the models of the due"), inducing personality to a subject embodiment of social value ideals in own activity. As D. A. Leontyev notes, these three forms of existence turn one into another: the person acquires public ideals and as "models of the due" they induce him/her to activity during which there is their subject embodiment; the embodied values, in turn, become a basis for formulation of social ideals. That is the development of each personality is characterized by adoption of values of social communities and their transformation in personal values. D. A. Leontyev notes that this process may be considered in two aspects at least.

First, itmay be considered as a movement from values of social groups to personal values (from social-external to the social-internal). This movement is traditionally designated by the concept of interiorization.

Interiorization and socialization in relation to formation of personal values represent two sides of one process considered, respectively, in the aspect of transformation of values and transformation of the structure of individual motivation. As D. A. Leontyev notes, this is the movement across the border of the external/ the internal in the first case and across the border of the biological/ the social in the second.

Thus, the personal values being internal bearers of social regulationare geneticderivatives of values of various social groups and communities. Selection, appropriation and assimilation of social values are mediated by his/her social identity and values of reference small contact groups which may be both a catalyst and a barrier in assimilation of values of large social groups, including universal values [4].

Secondly, the concept of the metaindividual ethnic world by V. Yu. Hotinets (2000) is superimposed on the concept of formation of personal values. By virtue of the principle of the duality of qualitative definiteness in Hotinets' concept of the metaindividual ethnic world the ethnic identity is considered as a polysystem construct having ethnocultural (ethnotypical) and ethnoindividual forms, an object and subject way of existence. On the one hand, joining and being identified with the ethnic world, the identity gains ethnic contents, is filled with ethnicity, becoming an ETHNO-individuality. In the functional plan the ETHNO-individuality reflects the assimilation of ethnic values of the world (social values, according to D. A. Leontyev) by means of external sources of determination, finding an object way of existence in the ethnic world. On the other hand into the ethnic world it introduces the immanent quality, peculiar and special, unique individual, acting as an ethno-INDIVIDUALITY. In the functional plan the ethno-INDIVIDUALITY reflects translation of ethnic senses by identity (personal values according to D. A. Leontyev) to objects of the world by means of internal sources of determination, finding a subject way of existence in the ethnic world. In the space of the metaindividual world an ETHNIC INDIVIDUALITY finds its actualization. Metaindividual properties are sources of external and internal determination, (object-subject ethnic values and senses). Thus the ETHNIC INDIVIDUALITY is formed as a whole, first by external determination of the world objects by ethnic meanings (social values by D. A. Leontyev) in result of which ethnotypical properties are formed, secondly, by means of internal determination by ethnic senses (personal values, according to D. A. Leontyev) which mediating role leads to formation of ethnoindividual properties. In the structural plan the ETHNIC INDIVIDUALITY may be considered as a unity of ethnotypical and ethnoindividual properties, externally and internally determined activities, and also ethnic values (social values) subjectified by it and ethnic senses (personal values) objectified by it.

Thus, coherence of social and cultural values – a continuum from miscoordination to coordination of values in result of familiarizing with other sociocultural environment is a way of combination of two these constructs – the concept of personal senses of D. A. Leontyev and the concept of the metaindividual ethnic world by V. Yu. Hotinets.

Entry into own sociocultural environment starts with adoption of social and cultural values (in D. A. Leontyev's concept) or ethnic values (in the concept of V. Yu. Hotinets). Transformation of social and cultural values into personal values (in D. A. Leontyev's concept) or ethnic senses (in the concept of V. Yu. Hotinets) is a result of this adoption. Acquisition of knowledge happens during social learning, during the person'simmersion in social experience, traditional patterns of behavior, norms, and ways of activity of people. In result of this process certain forms of behavior and life purposes become preferable to the individual in a certain sociocultural environment; he/she endows them with sense and they get a direct value for him/her. The immersion in another sociocultural environment (with other social values and other ethnic values) leads to that in interaction with the world the individual starts differentiating objects of the cultural world taking into account the earlier developed system of

personal values (in D. A. Leontyev's concept – the internal bearers of social regulation implanted in the person's structure), or from positions of own ethnic identity (in the concept of V. Yu. Hotinets – unity of ethnotypical and ethnoindividual properties, sub-jectifyiedethnic values and objectifyiedethnic senses) [11].

When the individual enters into another sociocultural field there is the develop-ment of new cultural senses necessary for formation of sense-value attitudes that, in turn, forms tolerant consciousness as a counteraction to terrorist consciousness (A. G. Asmolov, 2002; F. E. Vasilyuk, 1984; D. A. Leontyev, 1999; I. V. Abakumova, 2009). Development of new cultural senses leads to value-sense constructs as a result of con-solidation of the person's senses and senses of the new sociocultural environment.

At adolescence the sense sphere is characterized by processes of formation of world outlook and active will, own senses and personal values, formation of the sys-tem of sense regulation, characteristic for a mature independent personality. It means that by 16–17 years personality approaches the level of sense self-control which basis is made by the possibility of person's cognition of the world as a whole; there appears own, independent opinion, aspiration to make decisions independently and to bear the responsibility for their implementation; values bearing sense are crystallized in her/his consciousness and form a certain hierarchy (I. V. Abakumova, 2009).

For turning the convincing information which is while a value only for the transfer-or of the state and public values into the personally significant for the young man one should demonstrate that actions and deeds based on this information don't contra-dict his/her value orientations and will also satisfy his/her certain needs and to meet his/her value expectations (I. V. Abakumova, 2009).

Tolerance is a complex and many-sided phenomenon including the attitu-detowards unification of various positions for consent achievement and indicating personal maturity that is shown in orientation to realization of personal potential and preference of constructive strategies of coping with stresssituations.Education of tol-erance should be considered as aurgent major task of formation of the full-fledged personnecessary and useful in society. Tolerance as a quality of personality, which is opposed to stereotypes and authoritarianism, is necessary for successful adaptation to new cross-cultural, interfaith, interethnic conditions.

Undoubtedly, the problem of the quality of education has always been urgent, but now contradictions between modern requirements of production, economy and soci-ety and the education system become aggravated. Young qualified specialists should not only have a system of theoretical knowledge, but should also possess professional abilities, professional qualities assuming the ability to state and solve a problem, make decisions, work in a team and with a team, and tolerant consciousness and tolerant attitudes. Inconditions of the intensification of interaction in society when stress and competition become almost thenorm of human life, the role of tolerance is especially urgent. All this demands a major alteration in future experts' training [5].

Today there is theoretical and practical interest to the tolerance phenomenon as a possible way of overcoming various forms of interpersonal and interethnic

intensity. Tolerance as a social norm, defining the resistance to conflicts in a multi-ethnic cross-cultural community, a range of preservation of distinctions of populations and communities in a changing reality is presented in works of A. G. Asmolov, V. V. Glebkin, A. V. Petrovsky, G. V. Soldatova, L. A. Shaygerova, I. V. Abakumova, P. N. Ermakov, etc.

Intensity is a socio-psychological aspect of a crisis or a conflict [2]. The procedural aspect of intensity assumes the existence of various stages or stages of development as holders of levels of intergroup intensity to which they attribute: the latent or hidden stage (intensity is minimum); conflict beginning – transition from the latent stage to an open rift; escalation (intensity increase); violent action (intensity is maximum); equilibrium or balance of forces (lack of actions on achievement of a consent); arrangement of a conflict or the integration phase; break of the peace period (emergence of a basis of a new confrontation).

The conflict is considered as a stage of interethnic intensity, along with disputes, contradictions and other interethnic problems. The majority of interethnic conflicts are sociocultural, for example, distinctions in language, religion, norms, values, customs, traditions, stereotypes, national symbols, ways of thinking and behavior, and etc. The conflict of values is among the most difficult.

National and ethnic stereotypes are adopted by the person since childhood and subsequently function at a subconscious level. Therefore ethnic conflicts are characterized by such features of unconscious behavior as emotiogenity, alogism, symbolism and weak validity of rational arguments.

According to A. Ya. Antsupov and A. I. Shipilov the interethnic conflict may penetrate into all other types of conflicts, seizing conflict situations created according to other lines of social interaction [8]. Friend and foes exist in any social conflict.

As researchers (G. U. Soldatova, I. V. Abakumova, L. Ts. Kagermazova) note, it is impossible to exclude the beginning of the interethnic, international conflict inconditions of educational space in the institute of higher education, creating specially "mixed" educational groups, ignoring the problem of international relations. The development of national consciousness is a paradoxical settlement of a situation where creation of multiethnic educational, educational or working groups is inevitable [6].

If it is impossible to avoid interethnic contradictions (without elimination, assimilation of nations)since certain laws of development of ethnos come into force, it is quite natural to assume that the only way out of the situation consists in development and practical realization of an optimum, socially acceptable structure of national anti-terrorist consciousness. It should include attitudestowards pluralism concerning norms, values, cultural traditions of other national groups, and, certainly, rather a deep introduction to them. We think that in such cases it is necessary to use international education, to form knowledge of a variety of cultures, using both curricular and extracurricular time. Besides, the emotional and value content of own ethnic attitudesshould be focused on a positive behavior as a need for mutual enrichment of cultures and traditions.

The development and formation of tolerant consciousness among subjects of interethnic interaction is a wayof decrease in interethnic intensity, settlement and prevention of this kind of conflicts. In our case it is the student's environment reflecting a level of culture of international communication, being means of the international consent achievement, an indicator of people's maturity, readiness for cooperation [6].

A dividing line between tolerance and intolerance is very relative. Their extreme positions are rather rare. During own life each person performs both tolerant and intolerant deeds. Nevertheless, the tendency to behave tolerantly or intolerantly in relation to representatives of other ethnic groups may be a steady personal trait.

The created psychodiagnosticinstruments were the instrumentation of our study. V. V. Boyko's technique of tolerance studying makes it possible to reveal the level of communicative tolerance, a tendency peculiar to relationship, reception of the individualityof people of various nationalities. The technique of the diagnostics of the general communicative tolerance (V. V. Boyko) estimate signs of a negative communicative attitude: the veiled cruelty in the attitudes towards people in judgments about them, open cruelty, reasonable negativism in judgments, tendency to unreasonable generalizations of negative factors in the field of relationship with partners, negative personal experience of communication with other people. Yusupov'stechnique of empathy studying makes estimatesthe level of empathyof persons of various nationalities, their abilities to put themselves in other people's shoes, ability to feel sympathy for other people, perception of their feelingsas if they were own feelings. Empathy promotes adequate perception and knowledge of other nationalities, their inner world, and the picture of real life.

The technique of the person's orientation in communication "POC-3" of S. L. Bratchenko makes it possible to study the process of interethnic interaction, to distinguish six main types of the person's orientation in communication. The aggression diagnostics test (L. G. Pochebut) is intended for diagnostics of aggression in interethnic interaction. It revealsthe level of aggressive and adaptive behavior. For more detailed consideration of personal characteristics of groups with various levels of interethnic tolerance we have used three scales taken from the MMPI condensed form adapted by F. B. Berezina and M. P. Miroshnikov: the scale of psychopathy (IV), revealing social disadaptation, aggression, conformality, neglect of social norms and values; the scale of paranoiality (VI), revealing socially unfounded reactions of offense, affect in interethnic interaction; the scale of schizoidness (VIII), defining the degree of emotional estrangement, difficulties in establishment of social contacts. G. U. Ktsoyeva's structured questionnaire "National Consciousness" defining the relation to the world, national identity, prejudices, national rejection, national loyalty must reveal the specifics of development of national consciousness in groups with various tolerance. We have used "Diagnostic Test of Relations" by G. U. Soldatova-Ktsoyevafor research of attitudinal component of a stereotype". The questionnaire "Types of Ethnic Identity"by G. U. Soldatova and S. V. Ryzhova gave the chance to establish the place of tolerance in the system of attitudes and values of personality.

287 students of several faculties of Kh. M. Berbekov Kabardian-Balkar State University havemade the sample of our research. Our empirical research enabled us to reveal that the most part of respondents have an intolerant position, with its more expressed values among young men (high by 15 % in comparison with girls). In the group of tolerant students we have revealed the following personal characteristics in interpersonal interaction:

1) tolerance towards the discomfort caused by the partner's state, warmth, responsiveness, absence of the desire to be a standard in communication, absence of the aspiration to re-educate the partner, to adjust him/her to himself/herself;

2) lack of prejudices, national acceptance, high loyalty, high empathy, sensitivity to needs and problems of people around, tendency to forgive a lot, emotional responsiveness, communicability, sociability, warmth; unconflictness, ability to find compromise solutions; low level of aggression, friendliness;

3) orientation towards communication equal in rights, communicative cooperation, joint creativity, mutual understanding, mutualassistance, aspiration to mutual self-expression, development; aspiration to understand problems of another, orientation to voluntary refusal of equality in favor of the partner, aspiration to understand another in the absence of the desire to be understood by him/her, desire to promote the development of the interlocutor even to the prejudice of own development and wellbeing, orientation towards reactive communication, readiness to "adapt" to the interlocutor, smoothing of negative estimates and experiences concerning the majority of people around.

Intolerantstudents are characterized by a low degree of the importance of peaceful and friendly relations between nations, aggression. They have the following personal characteristics in interpersonal interaction:

1) categoricalness in estimates of others, inability to forgive, smooth negative feelings; aspiration to re-educate the partner, to adjust his/her behavior to himself/herself; inability to adapt to the partner;

2) existence of prejudices and stereotypes of perception of national problems;

3) lack of loyalty, tendency to associate with people of only one nationality;

4) alow level of empathy, troubles in establishment of contacts with people, inability to feel and perceive abstract images, lack of emotional reaction to the ups and downs of everyday.

Thus, a common trait of this group is a combination of hypersensitivity with emotional coldness and estrangement in interpersonal relations.

In the following question we have made an attempt to define attitudes of students of KBSU concerning representatives of various nationalities. Thus we have suggested them to specify what relations they are ready to establish with representatives of the specified ethnic groups. In the scale offered to respondents 5 positions in the order of increase in social distance were expressed. The position "I would marry him/her" has expressed the least social distance;the position "I would communicate under no circumstances" has expressed the greatest social distance. According to the

obtained answers it is possible to say that respondent havehad the least social distance in interaction with Kabardinians. It is easy to explain this by that the majority of respondents belongto this nationality. Balkars and Russians are at the following level of social distance. The greatest social distance was towards Gipsies, Chechens, the Chinese, and Uzbeks. This indicates the rigidity of judgments with the absence of sufficient information.

Since in recent years in Russia the number of youth nationalist groups has considerably increased, we asked the respondents what they think about such organizations. The results show that the majority of the interrogated students condemn nationalist groups (57 %), 33 % think about them neutrally, but there are also those who share their ideas (7 %); answer of "don't know" or "no response" have made 3 %.

Respondents' benevolent attitude to representatives of other nationalities was expressed in answers about permissible of national origin discrimination. 53 % of respondents consider domestic insult inadmissible, 43 % of respondents consider it admissible in certain situations, 4 % of respondents consider it admissible.73 % of respondents consider the attitude towards representatives of other nationalities as to second-class people inadmissible, 13 % of respondents consider it admissible in certain situations, 14 % of respondents consider it admissible. 83 % of respondents consider physical abuse in relation to persons of other nationalities inadmissible, 10 % consider it admissible in certain situations, 7 % consider it admissible. 77 % of respondents consider the control of university enrolment and employment inadmissible, 13 % of respondents consider it admissible in certain situations, 10 % of respondents consider it admissible.

We may assume that a negative attitude to representatives of other nationalities is caused by the lack of experience of a real constructive interaction with representatives of other ethnoses since the main activity of the majority of respondents takes place in the uniform cultural environment where real ethnic differences are in many respects leveled and are not defining. As a rule relations with other ethnoses are incidental.

In the study we have also revealed: social disadaptation, conflictness, neglect of social norms and values, instability of mood, sensitivity, rancor; communication with egocentrism manifestation, claims on agreement with own position with total ignoring of problems of another, rigid and authoritative attitudes, disrespect for another point of view; a low level of orientation of communication equal in rights, on communicative cooperation, joint creativity, mutual understanding, mutualassistance, aspiration to mutual self-expression, development.

Correction of some cognitive, affective, behavioural components of personality including introduction to the culture and traditions of other people, recognition of self as a worthy representative of a national group with ancient traditions and international communications, communicative international competence in a classroom and out-of-class activity etc., purposefully carried out in the educational space of the institute of higher education, leads to decrease in aggression, display of interest and a positive relation to a variety of national cultures; to smoothing of features of the

perception of reality; to expansion of interpersonal relations through communication with people of other national groups; to the decrease in the degree of tension and the level of concern about "protection of own national rights"; to increase of the level of comprehension of importance of peace and friendly relations between nations.

They reach balance by the development and formation of an optimum level of tolerant consciousness which includes value-sense attitudes towards dialogical interaction – orientation to equal communication, cooperation, joint creativity, aspiration to mutual self-expression, development without suppression of interests of another or refusal of own values and beliefs in the "student-student", "student-group" systems. The dialogical character of "teacher-student" chain, undoubtedly, is an effective means of education of tolerance since it is a process of sense-creation, formation of sense attitudes in in a struggle with the international conflicts and terrorist manifestations.

Sense-creation provides formation of sense-value attitudes: self-understanding through understanding of "another" stimulates empathy, reflection and actualizes the world outlook tolerance [7].

The analysis of the mechanism of formation of tolerance shows its low efficiency which is defined by lack of preventive influence. The algorithm of improvement of the mechanism of formation of tolerance includes, first, providing basic conditions of formation of tolerance (conceptual comprehension of polyculturenessof Russian society in democracy conditions, consolidation of all social institutes of Russian society for formation of tolerance and a long-term practical realization of a number of measures to solve this problem), secondly, optimization of the educational sphere (conceptual comprehension in the pedagogical thought and normative documents of formation of tolerance as an independent educational aim, and also its realization in educational institutions of all levels) and the propaganda sphere of prevention (normative-legal support of formation of tolerance in the mass media, activizationa regional power and certain information companies on formation of tolerance of youth by means of mass media).

Thus, there is an urgent need for harmonization of social interaction in a situation of the standardly declared and historically existing Russian polycultureness. There is also a need for regulation of social behavior of Russian youth from the aspect of overcoming of intolerance and extremism in modern conditions which assumes purposeful influence on value-sense attitudes of youth by means of the mechanism of formation of tolerant, anti-terrorist consciousness.

References

1. Abakumova I. V. Psihologicheskie tehnologii formirovanija antiterroristicheskih cennostej v molodezhnoj srede [Psychological technologies of forming anti-terrorist values in the youth environment]. *Rossijskij psihologicheskij zhurnal* [*Russian Psychological Journal*], 2010, Vol. 7, No. 5–6, pp. 23–26.
2. Abakumova I. V. Smysl kak nauchnaia kategoriia i vliianie ego kontseptual'nykh interpretatsii na teoriiu obrazovaniia i obucheniia [Sense as a scientific category

and influence of its conceptual interpretations on the theory of education and training]. *Nauchnaia mysl' Kavkaza* [*Scientific Thought of the Caucasus*], 2002, No. 11, pp. 111–117.

3. Abakumova I. V. *Smyslodidaktika. Uchebnik dlja magistrov pedagogiki i psihologii. Izdanie vtoroe, dopolnennoe* [Sense didactics. Textbook for masters of pedagogics and psychology. The second enlarged edition]. Moscow, KREDO Publ., 2011. 449 p.

4. Abakumova I. V. Sovremennye teorii smysla i ikh vliianie na obshchuiu teoriiu obucheniia [Modern theories of sense and their influence on the general theory of education]. *Ezhegodnik Ros. psikhol. obshchestva. Psikhologiia i ee prilozheniia* [*Yearbook of the Russian Psychological Society. Psychology and its Applications*], 2002, Vol. 9, No. 3, pp. 73–74.

5. Abakumova I. V., Ermakov P. N. O stanovlenii tolerantnosti lichnosti v polikul'turnom obrazovanii [About forming tolerance of personality in the polycultural education]. *Voprosy Psychologii [Approaches to Psychology]*, 2003, No. 3, pp. 78–82.

6. Abakumova I. V., Kagermazova L. Ts. Smysloobrazovanie kak factor iniciacii cennostno-smyslovyh ustanovok v processe formirovanija antijekstremistskoj ideologii [Sense-creation as a factor of initiation of sense-value attitudes in the process of forming anti-extremist ideology]. *Rossijskij psihologicheskij zhurnal* [*Russian Psychological Journal*], 2011, Vol. 8, No. 3, pp. 11–20.

7. Abakumova I. V., Kagermazova L. Ts. Tekhnologii napravlennoi transliatsii smyslov v obuchenii [Technologies of the directed transmission of senses in education]. *Rossijskij psihologicheskij zhurnal* [*Russian Psychological Journal*], 2008, Vol. 5, No. 4, pp. 56–64.

8. Aleksandrov E. P. *Intensional'nyi dialog kak factor adaptatsii pervokursnikov k obrazovatel'noi srede vuza I professii* [Intensional dialogue as a factor of a first-year students' adaptation to the educational environment of the institute of higher education and to a profession]. Taganrog, NOU VPO Publ., 2009. 280 p.

9. Asmolov A. G. *Prakticheskaia psikhologiia i proektirovanie variativnogo obrazovaniia v Rossii: ot paradigmy konflikta – k paradigme tolerantnosti* [Practical psychology and design of variable education in Russia: from a conflict to a tolerance paradigm]. *Voprosy Psychologii*, 2003, No. 4, pp. 3–12.

10. Kleptsova E. Yu. *Psikhologiia i pedagogika tolerantnosti: ucheb. posobie* [Tolerance psychology and pedagogics: textbook]. Moscow, 2004.

11. Leontiev D. A. *Psihologija smysla: priroda, stroenie i dinamika smyslovoj real'nosti* [Psychology of sense: nature, structure, and dynamics of sense reality]. Moscow, Smisl Publ., 2003. 487 p.

12. Abakumova I. V., Fomenko V. T. Tsennostno-smyslovye ustanovki kak component formirovaniia antiterroristicheskogo myshleniia [Sense-value attitudes as a component of formig anti-terrorist thinking]. *Rossiiskii psikhologicheskii zhurnal* [*Russian Psychological Journal*], 2010, Vol. 7, No. 5–6, pp. 127–133.

Kara Zh. Ju., Kruteleva L. Ju.

About Characteristic Features of Developing Attitudes of Antiterrorist Consciousness in the Youth Environment

In the article there are considered the characteristic features of the integrated interdisciplinary approach as a special technology of the directed creation and development of attitudes of antiterrorist consciousness of the youth in the course of training. The authors discuss possibilities and resources of the given approach in various interdisciplinary contexts and distinguish such features as training on the common ground of various disciplines, students' independent work, the peer coaching and also practical training of students with younger generation in educational institutions of different level (preschool children and schoolchildren) in the context of their basic professional work.

Keywords: *integrated approach, interdisciplinary approach, attitudes of the consciousness, the youth, sense-value sphere, the educational environment, student peer coaching, antiterrorist festival, communication.*

At the present stage of development, the globalization in economic and social spheres makes direct impact on value orientations of society. Cultural traditions and values, religious foundations, public rules and norms are exposed to the influence of a new economic and political reality. Active population shift leads to overlap, mixture and penetration of cultures which have been isolated, to establishment of new rules and norms which have not been generally accepted in the society. The unstable and uncertain external world map, being reflected in the consciousness of a person, calls dissonance of their internal image of the world, thereby, in turn, strengthening external instability and generating extremist moods in the society.

In this connection the necessity of carrying out of continuous character-building work with the youth becomes especially important. The main objective of this work is a formation of ideology of the world, mutual respect and development of attitudes of antiterrorist consciousness of the youth.

The most suitable space for carrying out of such a project is training process. As L. Ju. Kruteleva states, "education as the social institute including preschool centres, primary, secondary and high schools, various centres of additional education, is one of the key factors, and at times it is the most important institution of socialization of younger generation as it shapes models of behaviour of the person, makes the basis for the relation to themselves and the others, helps to assimilate various social requirements and roles" [6].

The technology, allowing us to provide the directed shaping and development of attitudes of antiterrorist consciousness of the youth in the course of training, comprises the integrated interdisciplinary approach which enriches and expands the outlook of the trained, it also shapes their complete image of the world and gives stimulus for development of their personal qualities.

The integrated interdisciplinary approach assumes synthesis of knowledge of various subjects in the educational process, and various forms and modes of transferring knowledge by the trained. So, a complete representation of the world and the person in it is shaped on the overlapping of such disciplines as psychology, cultural science, philosophy, sociology, political science, religion, art, philology, journalism, etc. Forms of the organisation of the training process can be absolutely diverse – from traditional lectures and studying of the basic and specialised literature till open discussions, conducting focus groups and trainings.

The important component of such integrated interdisciplinary approach is also students' peer coaching which may fall into three stages:

– the initial stage of training at higher school – the "traditional" form of acquiring knowledge (major courses and special courses (minors), taught in the traditional form: lectures, seminars, practical classes etc.);

– the basic level of training at higher school – a part of classes is being conducted by students of upper courses (within the frames of their student teaching training) under the supervision of teachers (at the given stage the forms of classes depend on the purposes and problems of the class and the contingent trained);

– the final stage at higher school – students independently (in collaboration with teachers) develop and conduct lessons for the lower courses.

At the Psychology department of the South Federal University the following disciplines are included within the frames of directions of preparation "bachelor", "specialist", "master" in realisation of the integrated interdisciplinary approach: "Psychology" (for not psychological departments), "the Modern theory of active tolerance", "Psychological features of sense-value sphere of the person", "Communicative technologies of the directed sense transmission", "The teacher-psychologist in professional work system", "Psychological and pedagogical researches in the field of preventive maintenance of the deviant behaviour", "Life-sense orientations of personality", "The modern theory of sense and sense-creation", "Psychology of creativity and creative development", "The theory of acceleration and retardation of intelligence".

Discussion of research achievements and practical results of students' work takes place during such conferences as students' scientific and practical conference "Week of Science", anti-terrorist student festival of scientific and creative youth "Peace to the Caucasus", Festival of Science of the South of Russia, and also at various thematic seminars, master classes, etc.

Besides, during teaching training students and master students conduct thematic lessons and advisories on psychology on the important for the youth subjects in various comprehensive schools and additional education establishments.

It is important to note a special position of the student which they occupy in the given integrated interdisciplinary approach, and that is being trained, and training themselves at the same time. The ambiguity of such a position – placement of a student in the position of the trainer – forces students to think of a duality of the given position critically, leads to revaluation of the material to study not only from the point

of view of knowledge and primary perception, but from its practical importance and possibility of creation of conditions for its transference in the pedagogical process, makes students responsible of how the material they teach will be apprehended and mastered. Here it is once again necessary to pay attention to such a feature of the given position as "psychological unity" of the trainer and a trainee. On the one hand, there are practically no age distinctions between "a teacher" and "a pupil", and, on the other hand, there is an affinity of interests, sights and outlook as a whole.

The given position gives invaluable practical experience of training. "In a class there are children with different cultural traditions, behaviour stereotypes, and at times it interferes with an establishment of optimum mutual relations among pupils. The psychological problems connected with the increase of diverse ethnic contingent arise very often, and consequently there is a necessity for creation and introduction of various programs on the basis of official bodies, including educational ones. The work on overcoming of mutual negative attitudes should be done at school years, for school age is the most important time for creation of all life behaviour models, the attitude towards themselves and the others, various social requirements and roles" [4].

Speaking about the interdisciplinary approach to the youth education it is important to notice that along with the general knowledge of the population of the existence of different cultures and nationalities, in the Southern Federal District there is an important problem of national intolerance, weak interest of the youth to the culture and traditions of other peoples, inability to see display of national features in the surrounding world. "That is why the concept of «tolerance» is so important. First of all, it is focused on the relations of mutual respect of citizens, on preservation of ethnic and cultural variety. It acts as a comprehensible basis of settlement of social and inter-ethnic conflicts, intensity and achievement of mutual respect of the interests and values of all ethnoses. Besides, in the course of search of ways of reconciliation and consent, tolerance assumes "the readiness of the parties to go on reciprocal concessions and self-restrictions in the spheres where interests of different groups and parties are concerned" [4].

Development of attitudes of antiterrorist consciousness, expansion of the mental outlook of the youth, ideology creation of mutual respect and a complete image of the world within the frames of the integrated interdisciplinary approach occurs in the course of discussion and studying in various forms (discussion, trainings, focus groups, etc.) such questions, formulated on the overlap of different disciplines, such as:
   – influence of mass-media on destructive behaviour of the youth;
   – art as a kind of the creativity, directed on the shaping of tolerance and ideology of the world;
   – psychological features of sense-value sphere of the personality of representatives of various cultures;
   – features of interaction of people belonging to various national, cultural and religious groups;
   – communicative technologies of texts,
   – etc.

Work with the youth on shaping and development of attitudes of antiterrorist consciousness includes some stages. We will consider the main of them in much detail.

The unconscious aspiration to internal balance depending on weight of crisis is known to accept every possible pathological form: from self-aggression till terror. Today the terrorism is considered to be a globalization outcome, as its natural reflexion. We allocate two directions of aggressive, extremist, terrorist exposure, namely external and internal.

Now people receive the basic information about the world through mass media. Mass media are the distributor of the information on events occurring in the world, set the fashion to public norms, models of behaviour and way of life as a whole. Mass media act as the most powerful factor of influence on the image of the world both of a person, and public groups as a whole.

The aspiration to involve as big audience as possible, to create sensation, easy availability of extremist materials lead to indirect propagation of extremism and terrorism through mass media (TV, radio, the press, the Internet) and results in the growth of extremist moods in the society.

Further the students are offered a question for discussion: "What telecasts, periodicals or headings in them, or glossies in your opinion show and push expressly or by implication to destructive behaviour? How does it happen? Whose feelings, interests and values are mentioned? What result do mass-media wish to receive?"

Teenagers and the youth, owing to their age, psychological and physiological features, belong to the group which is easily subject to external ideological – terrorist and extremist – influences. They represent the group of risk inclined to aggressive-extremist actions. Representatives of the given group are characterised by such psychological features, as maximalism and nihilism, radicalism and intolerance, world outlook instability and irreconcilability, failures in search of self-identity and propensity to group behaviour which under certain vital conditions and nutrient medium presence can act as a starting gear of their antisocial activity. Susceptibility to the opinion of the others (the leader of a reference group, Internet community, etc.) often leads to the youth and teenagers' becoming active participants of a various sort of the destructive organisations and as a result, participants of various conflicts and illegal actions.

Destructive behaviour is a kind of behaviour which mismatches norms and roles and is directed to radical disapproval of the alternative points of view. There are different opinions of scientists on the ancoring point ("norm"). Some prefer to use expectations of the corresponding behaviour, some speak about attitudes (standards, samples) of behaviour, and some refer to the ideas (sights).

The extremism and terrorism are one of their most extreme forms of display of destructive behaviour. According to scientists, they are also links of a chain of the interconnected concepts: radicalism – extremism – fanaticism – terrorism.

In spite of the fact that the society tries to find new ways of development, one still tries to join any uniform idea. The most obvious reason is the ethnos, religion or certain general irrational myths of the unification.

The youth extremism by means of informal youth associations today tries to make the changes to a society and its foundations, expressing neglect to its rules and norms of behaviour and to the law as a whole. It testifies for insufficient social adaptation and development of asocial attitudes of consciousness of the youth. "Genesis of formation of antiterrorist perception of a visual, semantic, verbal expression of a person directly depends on such factors as education, self-realisation possibilities in the modern life, education, attitude from the society surrounding the given person" [5].

According to Zh. Ju. Kara and E. V. Omeljanenko, "the problem of self-determination and «finding of the self» cannot exist irrespectively of the person. If the given problem is accepted by someone if it excites them, they will take certain steps to solve it. The inner state of the person and an external world are inseparable from each other, they recreate each other. One part of a problem is in us, and another is outside. We change and transform, and this process can be and should be made conscious, subject to the conscious intention and the control of the person. At the solution of the problem of self-determination we show the abilities to training, to outlook expansion and awareness, to finding new life experience, that finally influences our personal qualities" [5].

At the following stage students are offered to discuss a question: "What kinds of mass-media (TV programme, press, magazines, advertising, etc.) influence different age groups of people and how does it happen?"

As Zh. Ju. Kara underlines in her articles, the art and fine arts in particular influence the society to a great extent [4, 5]. The artist is given a difficult role of a guide, that is a responsible role of a leader in life. The role of art in the struggle against terrorism is also invaluable. The fine arts can influence the moral spiritual environment by colours, forms, and images. The space of tolerance, benevolent understanding and the relation to each other is formed through perception of positive creating images in art, it brings up the respect and love to the Person.

Then the students were offered the following questions for discussion: "How important is art personally for you? What do you usually pay attention to, when you look at the pictures, listen to music, see dances etc.? Is the contemporary art and culture closer to you and more understandable? How do you see art of the other countries, cultures, religions?"

In the category "tolerance" it is possible to allocate some aspects, such as a valid and objective position towards both in relation to the ones whose opinions, acts, race, religion etc. are different from our ones, and to the opinions and acts which are different from ours; active interest to the ideas, opinions, and acts which are alien to our own. Constructs of ethnicity, reflected in a variety of cultures comprise values and stereotypes of these cultures. Their interpretation is closely connected with the mentality of the people. The knowledge of values and stereotypes of certain cultural community promotes moulding of tolerant consciousness of the person. It all can be investigated, understood and accepted through images perceiving the information reflected in art. The important fragment of tolerant consciousness of the person are

such base oppositions as "love – hatred", "happiness – misfortune", "friend – enemy", "familiar – strange", "homeland – foreign land".

The knowledge of both common and different features in the estimation of different cultural communities of the given base oppositions promotes tolerance creation, development of attitudes of antiterrorist consciousness of the person.

The question on what art form promotes spirituality development more actively, has no unequivocal answer.

At nonverbal communication the socially significant information is mainly transferred through a visual image. The art mission, one of its greatest missions, is creation of the world. Art is a mode of dialogue with the others without dependence on their race and religion. In their art, the artists try to reflect "the divine" – landscapes and still-lifes are full of pleasure of life, in the portraits we, spectators, can see faces filled with love and happiness. And the spectators, sharing the vision of the artist and their pleasure, feel love and belief in revival and transformation.

L. N. Tolstoy's opinion sounds very true in this respect, where he defined art as "a mode of indirect communications between the people" (from the article "Concept of art").

Art allows the artist, musician, or dancer to address the World through what they do. The author can work consciously and purposefully over the creation of the message to Mankind which acts as means of nonverbal, figurative communication.

The educational environment of higher school can be considered to be the most productive environment of interaction of a person and society, overlapping of private and public interests, attachments to universal values and formation of personal ones, generation of personal meanings and acceptance of vital decisions defining the further prospect by younger generation of the country.

As L. Ju. Kruteleva marks, "the problem of sense and sense-creation is closely connected with training process as the youth is one of the most sensitive periods of development of a person, the period critical thinking, check of the settled norms and rules and active probe and creation of something new. During this period there is intensive sense-creation, a birth of new senses and revision of the old ones; check of already settled system of values; shaping of new points of view and acknowledgement of old truths" [7, p. 17].

According to I. V. Abakumova and L. Ju. Kruteleva, the bigger efficiency of education can be reached at the approach to pupils from the point of view of their life-sense conception, i.e. systems of their individual values and senses.

"Due to people possessing different cognitive orientation, the system of sense-creation underlying the choice of a priority of values has certain specificity which should be marked and considered for selection of the most effective technique of training or changing of the used one" [7, p. 34]. Continuing their thought, I. V. Abakumova and L. Ju. Kruteleva notice, that "efficiency of education as a whole and mastering of the given subject in particular depends on the sense-creation strategy used by the student at studying of a subject, whether it is significant for them, i. e. whether it is

included into their system of life-sense values". Thus, shaping attitudes of antiterrorist consciousness it is necessary to consider features of sense-creation of the youth, i. e. to consider their structure of life-sense conception, namely the structure of life-sense values, sense dispositions and sense constructs, directly influencing the sense-creation motive, sense attitudes and personal meanings in every activity. Thus, speaking about shaping attitudes of antiterrorist consciousness of the youth is possible only when antiterrorist – humanitarian – values become a part of life-sense values of a person.

So, the research of the following questions among the students is important: "Do you think of your aim in life? Who or what has affected the shaping of your outlook (what people, books, works of art, etc.)? How often do you have to do «a life's choice»? Who do you think is responsible for your choice? When it is necessary to make an important vital choice, what values do you stand on?"

In the course of discussion of these questions it is necessary to pay attention of the students to the factors influencing formation of extremist and terrorist believes, allocate historical, national, cultural, and social background, and the special importance is attributed to cultural background, though the given division is conditional enough.

Here it is necessary to discuss the following questions with the students: "How important is it to know the characteristic features of other nationalities, religions, cultures? Is this knowledge necessary only for the residents? Where is it possible to gather the information? How is it possible to tell the others about the features of your culture? How to adjust mutual understanding with representatives of other cultures of various age groups?"

As L. Ju. Kruteleva writes, "the culture is the main riches which have been saved up by mankind for all period of existence. The person cannot exist without culture because to be human already means to hand down cultural norms and values to the representatives of this culture" [8]. A. M. Lobok specifies that "man belongs to their culture, their cultural integrity, their cultural reality, and it means, that they appear to belong to a certain field of senses penetrating this cultural integrity, this cultural reality" [10, pp. 82–83].

D. A. Leontiev, speaking about mastering cultural values by the person, notices, that "selection, assignment and assimilation of social values by the individual is mediated by their social identity and values referential for small contact groups which can act both as the catalyst, and a barrier to mastering values of the big social groups, including universal values" [9, p. 231].

The senses transmitted by culture in which people are brought up are acquired at the level of not realised sense attitudes, i.e. which belong to the highest structures of sense self-regulation of the person. "These implicit attitudes and culture reference points create original semantic dimension of a human life, impose its semantic scale on a human life" [10, pp. 82–83]. Thus, as L. Ju. Kruteleva marks, "the system of sense-value orientations of the person triggers their activity, setting a vector of movement

in the form of the definite vital purposes and defining comprehensible forms of their realisation. Individual sense formations of a person define the preference of life-sense strategy in various life situations. Its features influence its success in various spheres of activity and peculiarities of its self-actualisation and self-realisation" [8].

It is necessary to notice, that a global problem of interaction both at the level of a person, and at the level of the culture, is generally the problem of understanding of the senses of the Other. The person acquires the senses of environment by means of interiorization of cultures, thus simultaneously creatively changes it showing the unique individuality. Interiorization of the senses of the world around and simultaneous transmition of own senses can be considered as uniform process of communication of a person with the world.

Taking into account global world processes and changes in public life and culture of people, today it is possible to assert, that processes occurring in the society systematically influence inner world and consciousness of a person: their mentality changes, and as a result, their Image of the World, their Outlook, their Life Position and their Way of life change.

The image of the world, world outlook, life-sense values make a basis of life-sense conception of the person and define their life position and the way of life. And they define the content of consciousness of a person. Psychological health of society directly depends on the content of consciousness of a person, i. e. it is defined by life-sense values of various groups of the population which determine their relation to the life, the past and the future.

Here it is necessary to notice also, that the main feature of modern educational space is its polyculture: "it gives the chance for overlapping of semantic fields of all subjects of educational process: both the teacher and students, during this time there occurs interdirected process of imposing, comparing, acceptances or rejecting senses of the other, i. e. process of adaptation of semantic matrixes of participants of interaction to the general polysemantic educational space" [8].

Further, the students are offered to think of such questions as: "How important is communication? What kinds of communication are there? How do different age groups, nationalities, cultures communicate? Do students prefer any kinds of communication?"

Discussing these questions, it is better to use the interdisciplinary approach, considering communication from the point of view of philosophy, methodology, linguistics, sociology, psychology and other sciences. Offering the students to work on the overlap of different disciplines, their cognitive activity and personal growth are stimulated, their own values are being formed, etc.

Further in the context of the basic professional work the students are offered to develop and conduct psychological lessons for schoolchildren and the youth at schools of Rostov-on-Don. The lessons are usually conducted under the guidance of the leading teachers of the chair of the General Psychology and Developmental Psychology Department of Psychology Faculty of the Southern Federal University in vari-

ous forms: traditional lectures and seminars, focus groups, discussions, trainings, etc. The report of students about the conducted classes (as it was already specified above) is their participation in various festivals, scientific and practical conferences, thematic seminars, master classes, etc.

The anti-terrorist student festival of scientific and creative youth "Peace to the Caucasus" was organised by the Psychology Faculty of the Southern Federal University and other youth and educational organisations in 2009. Its main objective is "development of tolerance, understanding of national and cultural features of other people, that is possible through dialogue of the students representing various regions of the Southern Federal District. Meeting each other, we can better learn history and culture of all peoples of our Southern Federal District" [3].

The first reporting participation of students took place at the festival in October, 2009. Ideas and actions presented by our students at the festival within the frames of such trends as "Many-sided South", "The unity of the unlike", "NO Terrorism!", reflected its purpose which was to raise interest of students to the problem of reduction of terrorist activity in the Southern Federal District of the Russian Federation, to induce the participants of the festival to join actively the discussion of this subject and to develop specific proposals on opposition to the ideology of extremism and terrorism.

Within the frames of the festival "Peace to the Caucasus", direction "The unity of the unlike", students of the Psychology Faculty of the Southern Federal University under the guidance of associate professors Zh. Ju. Kara, L. Ju. Kruteleva organised and conducted psychological lessons with schoolchildren of Rostov-on-Don on the subject "What is tolerance". During preparation for the classes, the students needed to adapt the psychological classes for demonstration at the festival, to compare theoretical and practical material which they acquired at studies in higher school, and to transform it taking into account definite age and a definite subject of psychology lesson. Interconnection of verbal and nonverbal communications at the overlap of two directions – psychology and arts – was one of the questions of the lessons. During teamwork of schoolchildren, students and teachers noticed, that the image created in a work of art, despite distinction in methods of its representation, is always socially significant, and the force of influence of art and its social importance can not be doubted. By results of the lessons there was the round table discussion and an exhibition of drawings.

At the following anti-terrorist student festival of scientific and creative youth "Peace to the Caucasus" in September, 2010 students' works were presented in two sections:
– the Round table "Use of possibilities of the segment of the open information of the international databank on terrorism resistance",
– the Creative workshop "the Creative environment as the factor of shaping negative perception of ideology of terrorism and extremism".

At this festival the main objectives within the frames of the integrated interdisciplinary approach to creation and development of attitudes of antiterrorist consciousness in the youth environment were continuation of students' work with schoolchil-

dren as a younger generation following the students, and the creation of the attitude of students to the terrorism and extremism problem. The students conducted the psychological lessons whose purpose was studying the attitude of schoolchildren to the problem of terrorism and extremism in the North Caucasus and creation of humanitarian values at the new generation. By means of various graphic materials schoolchildren showed negative attitude to the problem, and also aspiration to peace and interaction with each other. The result of the lessons was the exhibition of drawings and the round table discussion when the students discussed the work which had been done.

In 2011 within the frames of anti-terrorist student festival of scientific and creative youth "Peace to the Caucasus" the students presented their works in frameworks of "the Best youth site of antiterrorist orientation". The following criteria for assessment were considered:

– site target audience (age; cultural, religious, national, social orientation of the site);
– features of the information presented on the site;
– features of influence on axiological and rational sphere of the person;
– convenience of work with the site;
– etc.

In 2012 the anti-terrorist student festival of scientific and creative youth "Peace to the Caucasus" received a wider audience. Schoolchildren, students of different departments and educational institutions of the South Federal District, and also preschool children took part in it. Besides, teachers of various faculties and educational institutions also participated in the festival (preschool, secondary, higher and additional education), and also representatives of administration of various areas of the Southern Federal District and the North Caucasus (Armenia, Azerbaijan).

In the report on the work of the festival B. S. Ostapenko noticed that "it was not by chance that the spiritual question was touched upon as the concept of tolerance is a spiritual principle. So tolerance if presented as a spiritual phenomenon, can be compared with the level of spiritual development. It means that it is not enough only to understand it, but it should be comprehended and applied in an activity. Spiritual principles as a certain phenomenon and a basis of the person cannot be generated by simple reading of books or textbooks. It is the whole complex of «spiritual trainings and an expertise», ability to stay in relations with people, level of self-consciousness and comprehension of the environment. It is a hard labour of self-development, ability to sacrifice something and rebel the settled principles" [11, p. 371].

The students touched upon such question as "legal awareness". In the course of discussion they noticed that "legal awareness treats the law not as the punishing factor, but as the moral aspect. … I will throw out dust in a trash-can not because otherwise I will be punished by the law but because it is obligatory in the society where I live". Summing up, the students ascertained that, unfortunately, "the level of legal awareness in our country is low enough. Thus criminal laws are more aimed at punishing than at helping people to be corrected" [11, p. 371].

The participants of the round table particularly underlined that each nation has a mentality which has the distinctive features based on spirituality of the people. It was noticed that the most direct way to spirituality lays through creativity and art. Activity of students of various specialities (psychologists, philosophers, sociologists, critics, designers, etc.) in discussion of questions of perception of terrorism in art, concept of art terrorism testifies the greatest importance of the declared problem.

Also students and teachers by means of a virtual art exhibition, quiz and psychological exercises paid attention to extreme forms of the social protest in the fine arts in historical context and at the present stage in such forms as installation, performance, graffiti, etc. "Art terror as the sociopolitical phenomenon is shown as a result of crashes of negative interests of «the creator» and a society, consists in security violation, both of the person and societies in whole, integrated with threat of its application, for intimidation of the population for the purpose of pressure" [2].

By results of anti-terrorist student festival of scientific and creative youth "Peace to the Caucasus" in 2012, the integrated interdisciplinary approach gained the further distribution in the Krasnodar State University of Culture. So students of Design Department revealed a new sight at their main subjects through a prism of a psychological science, noticing that the modern art is a complex activity which today assumes beside skills of the creative thinking, certain vision of the world and readiness to operate in arising problem fields. The created interdisciplinary space helps to generate a complete image of the world, to develop a wide outlook and antiterrorist consciousness at the youth.

Summing up, it is necessary to pay attention to the following key moments once again.

Since 2008, Psychology Faculty of the Southern Federal University has been integrating to the training process the interdisciplinary approach to creation and development of attitudes of antiterrorist consciousness of the youth which represents synthesis of psychology, cultural science, philosophies, sociology, political science, art, philology, journalism, history, etc.

Within the frames of the given approach various forms of work are used: discussions, trainings, focus groups, etc. One of the main features of the integrated interdisciplinary approach is independent work of students and their peer coaching, and also work with younger generation (preschool children and schoolchildren).

Besides, in this approach the stress is made on development of creative activity of students. "Creativity is a powerful tool in struggle against ideology of terrorism and extremism, and it is situated on the opposite pole of collapses, conflicts, wars. Being in the creative environment, the person creates their own tolerant life's position" [12, p. 311].

References

1. Abakumova I. V. *Obucheniye i smysl: smysloobrazovaniye v uchebnom protsesse (psikhologo-didakticheskiy podkhod)* [Education and sense: sense-creation in the learning process. (Psychological-didactic approach)]. Rostov-on-Don, Published by Rostov State University, 2003. 480 p.

2. Alekseeva I. V., Lopasova E. V., Vasilenko P. G. Ekstremizm cherez iskusstvo – ART-terror [Extremism through art – ART-terror]. *Materialy antiterroristicheskogo festivalya studencheskoy, nauchnoy i tvorcheskoy molodezhi «Mir Kavkazu» [Proceedings of the anti-terrorist student festival of scientific and creative youth "Peace to the Caucasus", November 12–14, 2012],* Rostov-on-Don, 2012.

3. *Antiterroristicheskiy festival' studencheskoy, nauchnoy i tvorcheskoy molodezhi «Mir Kavkazu»* [Anti-terrorist student festival of scientific and creative youth "Peace to the Caucasus"]. URL: http://mirkavkazu.sfedu.ru (accessed December, 2013)

4. Kara Zh. Ju. Potentsial tolerantnosti pri obuchenii izobrazitel'nomu iskusstvu [Potential of tolerance in teaching fine art]. *Materialy nauchno-prakticheskoy konferentsii «Protivodeystviye ideologii ekstremizma i terrorizma v ramkakh realizatsii gosudarstvennoy molodezhnoy politiki» [Proceedings of the scientific and practical conference "Counteraction to the ideology of terrorism and extremism in the framework of realization of the state youth policy", Rostov-on-Don, October, 12–14, 2009],* Issue 1. pp. 314–317, [electronic resource (22 MB)]. Moscow, Publishing House of "KREDO", 2009.

5. Kara Zh. Ju., Omelyanenko E. V. Tvorcheskaya sreda kak sozidayushcheye prostranstvo formirovaniya antiterroristicheskogo mirovozzreniya [Creative environment as a constructive space of forming anti-terrorist world outlook]. *Materialy antiterroristicheskogo festivalya studencheskoy, nauchnoy i tvorcheskoy molodezhi «Mir Kavkazu» [Proceedings of the anti-terrorist student festival of scientific and creative youth "Peace to the Caucasus", November, 12–14, 2012],* in 2 volumes. Moscow, Publishing House of "KREDO", 2013.

6. Kruteleva L. Ju. Psikhologicheskiye osobennosti razvitiya molodezhi v polietnicheskoy obrazovatel'noy srede [Psychological characteristic features of youth development in the multi-ethnic educational environment]. *Materialy nauchnoy konferentsii, priurochennoy k 40-letnemu yubileyu fakul'teta psikhologii MGU «Psikhologiya pered vyzovom budushchego» [The article in the collection: Psychology in front of the challenge of the future: Proceedings of the scientific conference dedicated to the 40th anniversary of the Psychology Faculty of Moscow State University, November, 23–24, 2006].* Moscow: Moscow State University Publ., 2006, 484 p. – pp. 451–453.

7. Kruteleva L. Ju. *Psikhologicheskiye osobennosti smyslozhiznennykh strategiy studentov raznoy poznavatel'noy napravlennosti, izuchayushchikh inostrannyy yazyk: diss. … kand. psikhol. nauk* [Psychological characteristic features of the life-sense strategies of students of different cognitive orientation, studying a foreign language. Thesis for Candidate's degree in Psychology]. Rostov-on-Don: Rostov State University Publ., 2005. 222 p.

8. Kruteleva L. Ju. Psikhologicheskiye osobennosti translyatsii smyslov v polikul'turnom obrazovatel'nom prostranstve [Psychological characteristic features of transmission of senses in the multicultural educational environment]. *Materialy IV Natsional'noy nauchno-prakticheskoy konferentsii «Psikhologiya obrazovaniya: podgotovka kadrov i psikhologicheskoye prosveshcheniye» [The article of the collection: "Psychology of education: manpower training and psychological education". Proceedings of the IV*

National Scientific and Practical Conference (Moscow, December, 13–15, 2007)]. Moscow, All-Russian Public Organization "Federation of educational psychologists of Russia" Publ., 2007, 450 p. – pp. 28–29.

9. Leontiev D. A. *Psihologija smysla: priroda, stroenie i dinamika smyslovoj real'nosti* [Psychology of sense: nature, structure and dynamics of sense reality. 3rd supplemented edition]. Moscow: Smysl Publ., 2007. 487 p.

10. Lobok A. M. *Antropologiya mifa* [Anthropology of myth]. Yekaterinburg: Published by Education Department of Administration of October District, 1997, 668 p.

11. Ostapenko B. S., Kruteleva L. Ju. O roli psikhologii v formirovanii dukhovnosti i tolerantnogo soznaniya v Molodezhnoy srede: vzglyad iznutri [About the role of psychology in forming spirituality and tolerant consciousness in the youth environment: a view from the inside]. *Materialy antiterroristicheskogo festivalya studencheskoy, nauchnoy i tvorcheskoy Molodezhi «Mir Kavkazu» [Proceedings of the anti-terrorist student festival of scientific and creative youth "Peace to the Caucasus", Rostov-on-Don, November, 12–14, 2012]*, in 2 volumes. – Moscow: Publishing House of "KREDO", 2013, pp. 371.

12. *Razvitiye tvorcheskikh sposobnostey: tekhnologii integrirovannogo vozdeystviya* [Development of creativity: technologies of the integrated influence]. Edited by Abakumova I. V., Kara Zh. Ju. Moscow, Publishing House of "KREDO", 2012, 315 p., pp. 311.

13. Abakumova I. V. Assessment of Efficiency of Technologies of Development of Anti-terrorist Ideology Among the Youth. *The 13th European Congress of Psychology, July, 9–12, 2013. Poster abstracts*. Stockholm, 2013.

14. Kara Zh. Ju., Abakumova I. V. Creativity as Means of Forming Tolerance. *The 13th European Congress of Psychology, July, 9–12, 2013. Poster abstracts.* Stockholm, 2013.

15. Kruteleva L. Ju. Cognitive Orientation of a Person as a Component of Life-Sense Strategies. *The 13th European Congress of Psychology, July, 9–12, 2013. Poster abstracts.* Stockholm, 2013.

16. Kruteleva L. Ju. Stereotypes and Social Attitudes of the Modern Youth. *The 13th European Congress of Psychology, July, 9–12, 2013. Oral presentations.* Stockholm, 2013.

17. Kruteleva L. Ju., Abakumova I. V. Life-sense Strategies as a Motivational-dynamic Characteristic of a Person. *The V Congress of the Russian Psychological Society, Moscow, February 14–18, 2013. Procedia – Social and Behavioral Sciences*, Volume 86, October, 10, 2013, pp. 35–41. URL: http://www.sciencedirect.com/science/article/pii/S1877042813026529 (accessed December, 2013)

18. Kruteleva L. Ju., Abakumova I. V. Tolerance in the Structure of Life-Sense Strategies of the Modern Youth. *The 13th European Congress of Psychology, July, 9–12, 2013. Poster abstracts.* Stockholm, 2013.

19. Kruteleva L. Ju., Abakumova I. V., Kara Zh. Ju. Characteristic Features of Transformation of Life-sense Orientations of Emigrants. *The V Congress of the Russian Psychological Society, Moscow, February, 14–18, 2013. Procedia – Social and Behavioral Sciences*, Volume 86, 10 October 2013, pp. 267–270. URL: http://www.sciencedirect.com/science/article/pii/S1877042813026931 (accessed December, 2013)

Levshina A. A.

The Sense-Motivation Basis
of Young People's Participation in Volunteer Activity

The article is concerned with the analysis of European researches of the sense-motivation sphere of young people participating in a volunteer activity. The author brings forward her study of the sense-motivation sphere of young people. 160 young people (96 girls and 64 young men) aged 14–30 took part in the study. They were representatives of political, volunteer, religious youth public organizations, authors of their own volunteer projects, and also students of the Southern Federal University (SFedU) who have not been involved in such activities.

When drawing conclusions of the carried-out analysis of the diagnostics' results, the author states that they have succeeded in putting into practice a hypothetical assumption that it is possible to reveal life-sense strategies of young people which differ in a degree of their involvement in public activities. They have also formed symptom complexes for each of the distinguished types of personality which make it possible to define features of young people and subsequently develop methods of social-psychological support for each type of organizations.

Keywords: *young people, social activity, volunteering, social-political organizations, sense-motivation sphere.*

Countries of Western Europe have a considerable experience of the organization of volunteer movements and distribution of volunteering in the youth environment up today. Being a significant component of social life volunteeringis also an actively developed scientific problem. Thus, in Great Britain there is an institute studying this social phenomenon. The analysis of researches and experience of the organization of volunteer movement in Europe may become an important step on a way of development of the appropriate program of socio-psychological support of youth in Russia.

Modern society needs volunteers; they lay their hopes onvolunteers. They expectthat a successful involvement of young people in a volunteer activity will improve their social skills, will strengthen social unity, will promote the integration of "unsuccessful" youth, and willreduce a crime rate and antisocial behavior. The studyof motives, inducements and results of the activity of young volunteers of England was an object of the research of Mark Hutin carried out in the Institute for Volunteering Research in 2006–2007.

During research they have established that 57 % of the interrogated young people took part in a volunteer activity. Thus educational institutions of various levels were the most popular place of work of the volunteer; the most popular occupation was organization and carrying out holidays. The majority of respondents specified that the desire to improve an order of things and to help other people were their main motivating factors. Almost all respondents speak of their volunteer experience in a positive manner [6].

Another research carried out in the same institute has profoundly analyzed motives of a volunteer activity and estimated the influence of a volunteer labour on development of the person. In the course of studying they have found out that the majority of students have had a volunteer experience before entering the institute of higher education. The most widespread motives were desire to help, get new acquaintances, add a positive article to own résumé. Besides, it was established that volunteering develops the skills of interpersonal communication necessary at employment: communicative abilities, ability to work in a team, social skills. At the same time, a volunteer develops specific skills, for example technical, or the "earnings potential" indirectly (K. Donahue, J. Russell) [2].

The research group of the National Centre for Public Engagement has come to similar conclusions. It has studied the role of volunteering in lives of students of higher educational institutions, and also results of the activity of the student's volunteer organizations. Authors of the study affirm that volunteering has a favorable impact both on student volunteers and on the general public. For the purpose of increase of results they recommend to encourage and make special mention of the contribution of each young volunteer.

The research work of Clare Holdsworth "Student Volunteers. A national profile" realized within two organizations – Volunteering England and the mentioned Institute for Volunteering Research was another large-scale research of student volunteers. Students of all levels of training took part in the research: from entering the institute of higher education to the magistracy graduating. In the course of studying they have established that 15 % of beginners were members of welfare institutions before entering the institute of higher education. The rating of a volunteer activity was the highest among students of medical, stomatological and social professions. The students belonging to ethnic minority, disabled students and students who have to care for a relative have also showed a high level of volunteer activity. This index was the lowest among the students trained in natural and technical sciences, construction, and planning. For the majority of respondents the desire to help people around was the main reason for volunteering. However younger students, students of natural sciences, and male students note "new acquaintances" as a major motivating factor [4].

Tiger de Souza has carried out a research in the context of the mutual influence of higher education and volunteer activity. He has considered sports volunteering and the influence of higher education on it. The researcher has established that involvement of students and people with higher education increases the quality of volunteer activity, and frequently it becomes a factor of their subsequent professional growth. The author finishes article by a reflection that today's investments into student's sports volunteering will be able to affect new generations of volunteers positively [7].

In Katherine Gaskin's work the literary data on the young people's relation to the volunteer work and their participation in the public work is analyzed and generalized. The author notes that a situation with a volunteer activity in Europe has rapidly changed at the beginning of the 2000th. The labor law started propagandizing volun-

teer activity as the center of the development of democratic society, which promoted an increase in the number of volunteers [3].

Meanwhile in foreign researches of the civil activity of young people they meet an opinion that the modern world with its orientation to individualistic needs and competition will inevitably promote the destruction of volunteering as a social phenomenon. However, Lesley Hustinx disproves the opinion that cultural process of "individualization" is a threat of young people's volunteer activity. On the example of studying the Belgian agency organizing international laborcamps the author shows how volunteering can help youth to govern own freedom and to make a successful choice in life. The work in the international labor camp may not just stimulate personal development (through the contact with other cultures in this case), but also reduce a lack of self-confidence of young people in relation to the future career [5].

Modern young volunteers have some traits which, apparently, the volunteer should not have: they are not devoted to a certain volunteer organization; they are selective in what they do and expect to make gains. However, the author considers that it is possible to combine such a "consumer" relation of the volunteer with a sincere feeling of unity, self-identification with the main precepts of the volunteer organization and a true fidelity to own work. With due regard for interests and needs of volunteers in the organization of their activity it is possible to provide a favorable development of volunteering, in a counterbalance to traditional ways of labor organization.

The stated researches enable us to make a complete picture of volunteering as a social phenomenon: to define motives and purposes of participation in this activity, to reveal potential volunteers, to plan the main activities. Youth public organizations are a powerful social resource but in order that this resource started functioning they need to develop the specialized programs which, in its turn, may be constructed on the basis of the study of the sense-motivation sphere of participants of public organizations of a various orientation.

We have carried out the research of sense-of-life strategies of young people's active social behavior in Rostov-on-Don in 2007–2011. 160 young people (96 girls and 64 young men) at the age from 14 to 30 took part in the study. Respondents were divided into two categories for convenience: those who were members of public organizations, and those who weren't. Thus, following the results of questioning, both categories were also divided into some groups. The first category (the members of public organizations) was divided into three groups according to the character of organizations: political, religious and voluntary. The group of political organizations was presented by members of two organizations representing various political blocks: the Rostov regional office of the All-Russian public organization the "Young guard of the United Russia" and the Union of Communist Youth. Representatives of two Christian confessions became respondents of the group of socio-religious organizations: the Orthodox Christians (the youth department of the "MORE" Rostov Eparchy, the isters of charity of various parishes of Rostov-on-Don) and Protestants (socio-religious or-

ganization of the Baptist evangelicals – the "Great change" Teenage Club). The third group included volunteers who didn't belong to certain organizations and members of public organizations of a non-political and non-religious character. These were "Young physicians of Don", "Dance for life", "Young journalists", etc. The young people not participating in social movements were third-year and fourth-year students of Southern Federal University (faculties of psychology, chemistry, and history). Participants of the "forming" experiment – graduates of the "Step Towards Psychology" project and participants of the "Volunteer Service" youth club of the "Gift" Center for Work with Gifted Children of the Palace of Creativity of Children and Youth of Rostov-on-Don became an experimental group.

The diagnostics of the sense sphere of young people of a various degree of involvement in public activity was carried out by means of six diagnostic techniques directed on revealing the person's orientation, assessment of the motivational sphere, sense-of-life and value orientations ("Approval Motivation", "Achievement Motivation", "Motivation to Achieve Success and a Fear of Failure", "The Orientation (Position-Finding) Questionnaire", D. A. Leontyev's "Test of Sense-of-Life Orientations" and M. Rokich's "Valuable orientations"). When analyzing the results of diagnostics we have distinguished seventeen scales. For the purpose of revealing sense-of-life strategies of participants of public organizations we have carried out the statistical analysis of the obtained data using a Mann-Whitney U-test. The analysis of the revealed intergroup distinctions by each scale has enabled us to establish reliable features of the sense sphere of each of groups of research.

By the results of the carried-out diagnostics we have formed symptom complexes of personal features of various groups of the young people participating in the public activity. The statistical determination of an average value in consideration of a confidence interval was the basis of it.

A Volunteer

The **motivational** personality **sphere** is mixed; they are characterized by a situational reaction now with domination of the aspiration to avoid failure, now with motivation to achieve success.

An orientation towards work is the dominating type of the **orientation of the person**. This type of orientation is characterized by the person's interest in solving business problems, orientation towards business cooperation. Achieving success in the common cause is the main goal for the person.

The **sense-value sphere** of personality is characterized by rather high indices of the scales of "life process", "result of life", "locus of control – life". Such a person perceives the past, the present and the future optimistically; he/she considers own previous life productive, finds the current process of life interesting, full of sense, thinks that the future is under his/her control.

Conformist values and values of acceptance of others are dominating which speaks about a pro-social personal orientation, but unreadiness to take a leading position in society.

A Politician

The **motivational** personality **sphere** is mixed; they are characterized by a situational reaction now with domination of the aspiration to avoid failure, now with success motivation.

An orientation towards work is the dominating type of the **orientation of the person**. The person is characterized by the interest in solving business problems, ability to defend own opinion which is useful for achievement of a common goal in interests of business.

The **sense-value sphere of the person** is characterized by high indices of the scales "life purposes", "locus of control – self" "locus of control – life", "sensemaking in life". These results speak about the person's purposefulness, idea of self as of a strong person possessing sufficient freedom of choice to construct own life according to own representations, ability to control life, to make decisions and to implement them. Individualistic and self-affirmation values are the dominating. Both groups of values indicate the person's ambitions, aspiration for power and achievements.

A religious figure

The **motivational** personality **sphere** is characterized by the domination of the motivation to achieve success and high indices of achievement motivation. Starting a business the person aspires to achieve something constructive, positive. A hope of success and the need for success achievement is at the heart of his/her activity. Such people are usually confident in themselves, own strength; they are responsible, initiative and active. Persistence in goal achievement, purposefulness characterize them.

The considered type of personality has two dominating types of **orientation**: orientation towards communication and orientation towards business. The combination of these types of orientation may speak about the person's aspiration to maintain relations with people, orientations towards joint activity, business cooperation.

The **sense-value sphere of the person** is characterized by high indices of all scales, including the integrated index of sensemeaning of life. The dominating values are values of acceptance of others and altruistic values which point to an extreme importance of a volunteer activity, helping other people. For this type of personality a man is the highest value.

An Author of the Project

The **motivational** personality **sphere** of is characterized by the domination of the motivation to achieve success and high indices of achievement motivation. Starting a business the person aspires to achieve something constructive, positive. A hope of success and the need for success achievement is at the heart of his/her activity. Such people are usually confident in themselves, own strength; they are responsible, initiative and active. Persistence in goal achievement and purposefulness characterize them.

An orientation towards communication is the dominating type of **orientation**. Aspiration to maintain relations with people, orientation towards joint activity, need for attachment and emotional relations with people characterize them.

The **_sense-value sphere of the person_** is characterized by high indices of all scales, including the integrated index of sensemeaning of life. The dominating values are values of acceptance of others and altruistic values; individualistic values are less expressed, however, it is enough to consider it a characteristic of personality. Respectively, it is possible to assume that such people are oriented towards surrounding people, helping and supporting them by means of personal and professional development.

When drawing conclusions of the carried-out analysis of the results of diagnostics, we may state that we have succeeded in realizing in practice a hypothetical assumption of the possibility of the revealing of sense-of-life strategies of the young people differing in a degree of their involvement in public activities. We have also formed symptom complexes for each of the distinguished types of personality which make it possible to define features of young people and develop methods of socio-psychological support for each type of organizations.

References

1. _Brewis G., Russel J., Holdsworth C._ Bursting the bubble – Students Volunteering and the Community. – URL: http://www.ivr.org.uk/evidence-bank/evidence-pages/Bursting+the+Bubble-+Students+Volunteering+and+the+Community
2. _Donahue K., Russell J._ PROVIDE Volunteer Impact Assessment. – URL: http://www.ivr.org.uk/evidence-bank/evidence-pages/PROVIDE+Volunteer+Impact+Assessment
3. _Gaskin K._ Young people volunteering and civic service. A review of literature. – URL: http://www.ivr.org.uk/evidence-bank/evidence-pages/Young+People+Volunteering+and+Civic+Service.++A+Review+of+Literature
4. _Holdsworth C._ Student Volunteers. A national profile. – URL: http://www.ivr.org.uk/evidence-bank/evidence-pages/Student+Volunteers.+A+National+Profile
5. _Hustinx L._ Individualization and a new styles of youth volunteering: an empirical exploration. – URL: http://www.ivr.org.uk/evidence-bank/evidence-pages/Individualisation+and+new+styles+of+youth+volunteering
6. _Hutin M._ Young people help out. – URL: http://www.ivr.org.uk/evidence-bank/evidence-pages/Young+people+help+out
7. _Tiger de Souza_ The role of higher education in the development of sports volunteers. – URL: http://www.ivr.org.uk/evidence-bank/evidence-pages/The+role+of+higher+education+in+the+development+of+sports+volunteers

Saakyan O. S.

The Problem of Ethnic Tolerance Among Students of Modern Universities

The article focuses on an urgent problem of today's system of higher education – on the problem of ethnic tolerance in the process of training. The author carries out the study of the dynamics of ethnic tolerance among Russian students during coeducation with representatives of various ethnic groups. 120 people – second-year, third-year, and forth-year students – took part in the study. The author demonstrates that higher ethnic tolerance towards representatives of other cultures characterizes senior students.

Keywords: *ethnic tolerance, student's environment, tolerance type.*

At the present stage of development the Russian education system points to a key problem of today; it is the problem of interethnic relations in the educational process. Therefore, the formation of tolerance and strengthening of international and cross-cultural interactions is one of the main aims of the educational process in modern institutes of higher education. The introduction of new standards in the education system conducts to global changes in the system of higher professional education. Being guided by modern labour market needs, it is possible to see that employers' requirements for the quality of education of specialists have also changed; there are many new professions and specializations that leads to the population shift to large educational centers [7, 10]. The higher education institution is not only the educational, research center, but also the center of polycultural interactiontoday. Therefore the "ethnic tolerance" concept has been promptly introduced intothe educational process, especially recently. Ethnic tolerance and its structural components became a subject of modern psychological, social, political researches. In our society everybody has certain forms of intolerance, xenophobia, extremism, and terrorism; the problem of ethnic tolerance became an urgent one.

They treat ethnic tolerance as the person's ability to be tolerant to a mode of life of representatives of other ethnic communities, their behavior, national traditions, ideas, beliefs etc. They also understand ethnic tolerance as a personal construct being a part of the structure of social attitudes.

They attribute the following components to the structure of ethnic tolerance: cognitive (knowledge of features of cultural life of other ethnic groups, understanding of a phenomenon of tolerance etc.), emotional (relation to other ethnic groups), behavioural (manifestation of tolerant/intolerant behavior, aspiration to communication, and etc. with representatives of other ethnic groups).

Ethnic tolerance is formed in the sphere of consciousness and is closely connected with such a social and psychological factor as ethnic identity which is formed in the process of socialization, in the process of the formation of personal identity, passing a personal-psychological level (the person's understanding of self), then a socio-psy-

chological level when there is a formation of self-concept as a member of a certain group, i.e. there is a formation of ethnic identity.

Ethnic tolerance is externally reflected in calmness, self-control, abilities of the individual to endure unusual influences of a foreign culture for a long time without decrease in his/her adaptive opportunities. It is also shown in critical situations of interpersonal and intrapersonal choice, being accompanied by psychological tension. The degree of its expressiveness depends on the experience of communication of the person with representatives of other ethnic communities [1, 2, 3, 4]. Formation of ethnic tolerance is closely connected with economic, political and sociocultural conditions of the environment in which the student is developed [6, 9].

The mass media has a special influence on the formation of ethnic tolerance among students. Considering ethnic tolerance in connection with the activity of the mass media which covers the problems of international relations, it should be noted that their activity should be directed on the struggle against the ethnic and racial dissonance, against negative perception of representatives of other ethnic groups, against racial discrimination of representatives of other nationalities, and etc. Unfortunately, the majority of the mass media do not carry principles of humanity and tolerance.

It is necessary to remember that the student's age is the period of the formation of the future professional; it is also the period of the development of ethnic consciousness [2, 8, 11, 12, 14]. Uncertainty of a social position induces young people to self-determination search; instability of their value sphere makes them more susceptible to various influences. As a result, there is the development of intolerant attitudes, hyper identity in the sphere of ethnic consciousness. Long-term researches of the transformation of Russian society show a wide spread of an intolerant relation to representatives of other ethnic groups in the youth environment [5].

Students are an active part of society therefore the problem of ethnic tolerance in the high school environment becomes urgent and demand more active attention.

Studying features of the dynamics of ethnic tolerance and the dominating ethnic tolerance type among advanced students was the purpose of our research.

120 Russian second-year, third-year, and fourth-year students of the faculty of psychology were the object of research.

In the study we have used the following techniques: the "Tolerance Index" express questionnaire (G. Yu. Soldatova with co-authors) for the diagnostics of the general level of tolerance of personality; ethnic consciousness and its transformations in conditions of interethnic intensity we have diagnosed by "Types of Ethnic Identity" (G. Yu. Soldatova, S. V. Ryzhova); by the technique of "Diagnostics of the General Communicative Tolerance" (V. V. Boyko) we have diagnosedthe tolerant and intolerant attitudes of personality which are shown in communication by 9 scales. We have carried out data processing by means of a package of computer programs named "STATISTICA 6.0".

The research results.According to the "Tolerance Index" express questionnaire an average level of tolerance (tolerance index) prevails in the group of surveyed students; it means these respondents are characterized by the combination of tolerant and in-

tolerant traits. In some social situations they behave tolerantly, in others may demonstrate intolerance. In comparison with third-year and forth-year students, second-year students are characterized by lower values of the index of tolerance within its average values (fig. 1).
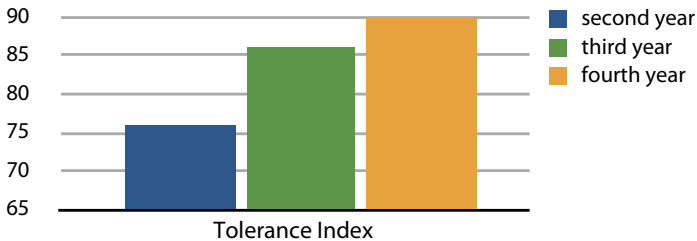

Fig. 1. Statistically reliable distinctions of the levels of tolerance among second-year, third-year, and fourth-year students by the results of the "Tolerance Index" express questionnaire (G. Yu. Soldatova with co-authors) (p < 0,05)

As we have told by the technique of "Diagnostics of the General Communicative Tolerance" (V. V. Boyko) we have diagnosed the tolerant and intolerant attitudes of personality which are shown in communication. The items of the questionnaire are grouped in 9 scales.

The scales:
  – the rejection or misunderstanding of the identity of another person (scale I);
  – the use of self as a standard at the assessment of behavior and views of other people (scale II);
  – categoricalness or conservatism in estimates of other people (scale III);
  – the inability to hide or smooth over unpleasant feelings when they encounter uncommunicative qualities of partners (scale IV);
  – the aspiration to remake, re-educate partners (scale V);
  – the aspiration to adjust the partner to self, to make him/her "convenient" (scale VI);
  – the inability to forgive mistakes, blunders, involuntary troublesof other people (scale VII);
  – the intolerance to physical or mental discomfort created by other people (scale VIII);
  – theinability to adapt to the character, habits, and desires of others (scale IX).

It is shown that in comparison with third-year and fourth-year students, second-year students are characterized by high values of scales I, II, III, IV, V and VII(fig.2).

When comparing indices of scales of third-year and fourth-year students, third-year students have had higher indices of scales of II, III, IV, and IX (fig. 3).

The decrease in distinctions of indices of scales among students of older years may point to the fact that in the process of joint educational activity and effective in-

ternational and cross-cultural policy of the institute of higher education ethnic tolerance increases, national stereotypes of perception of representatives of various ethnic groups are effaced.
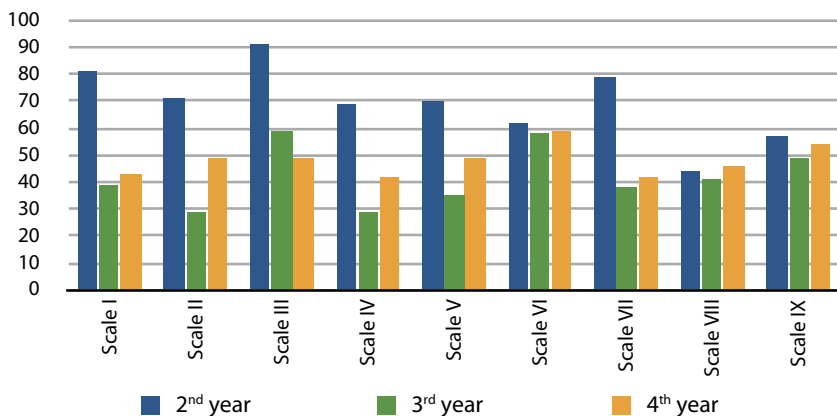

Fig. 2. Statistically reliable distinctions between groups of respondents by the technique of "Diagnostics of the General Communicative Tolerance" (V. V. Boyko) (p < 0,05)
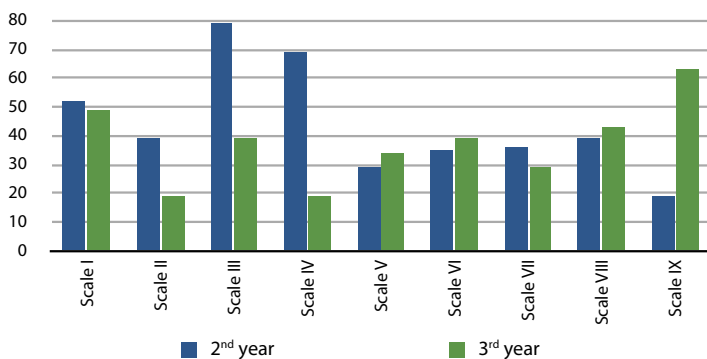

Fig. 3. Statistically reliable distinctions between groups of respondents by the technique of "Diagnostics of the General Communicative Tolerance" (V. V. Boyko) (p < 0,05)

When analyzing the obtained data by the technique "Types of Ethnic Identity" (G. Yu. Soldatova, S. V. Ryzhova) it is also possible to distinguish a distribution of certain types in the groups of respondents. The authors of the technique name the fol-

lowing types of ethnic tolerance: ethnonihilism, ethnic indifference, norm, ethnoegoism, ethnoisolationism and ethnofanaticism.

The "ethnonihilism" type has prevailed among second-year students; this group of respondents is characterized by the departure from own ethnic group and search of steady social and psychological niches. Ethnic indifference was a prevailing ethnic type for third-year students; it means that they are characterized by the uncertainty of ethnic origin, irrelevance of ethnicity. Norm was a prevailing ethnic type for fourth-year students; it is an optimum balance of tolerance in relation to own and otherethnic groups. This type points to the fact that respondents have steadier values, ideals, high internal culture and harmonious personality (fig. 4).
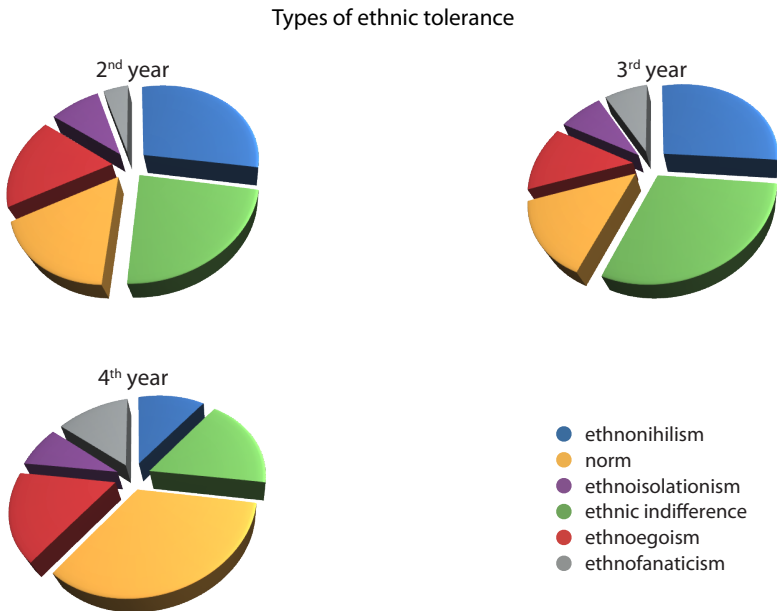
Types of ethnic tolerance

Fig. 4. Statistically reliable distinctions of distribution of types of ethnic tolerance in groups of respondents by the technique "Types of Ethnic Identity" (G. Yu. Soldatova, S. V. Ryzhova) (p < 0,05)

The carried out research has showed that the process of education leads to the decrease in destructive stereotypes concerning representatives of one or another ethnic group, to increase in the quantity and quality of cross-cultural communications. Therefore the problem of the formation of tolerance and strengthening of international and cross-cultural interaction should become one of the main goals of the educational process in modern institutes of higher education. Thus, the approve federal special-purpose program "Formation of Attitudes of Tolerant Consciousness and Prevention of

Extremism in Russian Society" (2001–2005) assumes development and introduction of the special programs directed on formation of tolerant consciousness, toleration and training in cross-cultural dialogue in educational institutions.

However the policy of cross-cultural interaction it is very weak in modern higher education institutions today. It leads to that youth negatively perceives many national, religious and cultural phenomena which are an integral part of life of one or another ethnic group, in society where the xenophobia level increases.

In this regard it is necessary to develop the system of institutional approval, stimulation and support of tolerant behavior in modern institutes of higher education. In the process of professional training many institutes of higher education include disciplines focused on acquisition of professional skills by students, as well as on practical training in cross-cultural interaction [7, 13].

Many researchers say that within the process of education they need to form students' cross-cultural competence, develop personal qualities promoting successful social adaptation to a profession in modern cross-cultural conditions, effective ways of interaction in various professional and cross-cultural situations [7, 8, 13].

According to O. A. Selivanova there are some leading directions of counteraction to intolerant manifestations and extremist activity in the institute of higher education; these are:

– methodological and analytical support of prevention of extremism;
– normative-legal support of the system of prevention of extremism;
– organizational support of the functioning of the system of prevention of extremism [6].

This research demands further deepening in studying this subject matter. After all the phenomenon of ethnic tolerance is a dynamic construct which is subjected to the effect of external and internal factors, thus changing. After formation of tolerant attitudes in Russian society is a very complex challenge which is connected with a number of economic (standard of life of people, existence of social protection etc.), political (inadmissibility of international discord, toleration etc.) and socio-cultural (spiritual and moral crisis of society) difficulties.

References

1. Baev V. I. Formirovanie printsipov tolerantnosti – zalog nravstvennogo zdorov'ia obshchestva [Forming principles of tolerance is an essential condition of moral health of society]. *Srednee professional'noe obrazovanie* [*The Journal of Secondary Vocational Education*], 2009, No. 3, pp. 22–24.
2. Zorina T. P. Formirovanie mezhetnicheskoi tolerantnosti studentov pri izuchenii kursa sotsial'noi psikhologii [Forming interethnic tolerance of students when studying a course of social psychology]. *Kul'tura i iskusstvo: traditsii I sovremennost'. Materialy mezhdunarodnoi ochno-zaochnoi prakticheskoi konferentsii* [*Proceedings of International Intramural and Extramural Practical Conference "Culture and art: traditions and the present"*]. Cheboksary, 2012. pp. 228–231.

3. Krysko T. S. *Tolerantno orientirovannoe obrazovanie – uslovie samosovershenstvovaniia lichnosti. Sotsial'naia psikhologiia: uchebnik dlia vuzov* [Education focused on tolerance is a condition of self-improvement of personality. Social psychology: textbook for institutes of higher education]. Moscow, Eksmo, 2010. 688 p.

4. Labunskaya V. A. *Samootsenka vneshnego oblika na razlichnykh etapakh zhiznennogo puti. Razvitie psikhologii v sisteme kompleksnogo chelovekoznaniia* [Self-appraisal of appearance at various stages of life-course. Development of psychology in the system of a complex human study]. Moscow, Institute of Psychology of the Russian Academy of Science Publ., 2012. Vol. 1, pp. 331–338.

5. *Obshchestvennoe mnenie – 2011* [Public opinion – 2011]. Moscow, Levada-Center Publ., 2012, pp. 181–183.

6. Selivanova O. A. Problemy profilaktiki intolerantnykh vzaimootnoshenii v usloviiakh vysshego uchebnogo zavedeniia [Problems of prevention of intolerant relations in the institute of higher education]. *Vestnik Tyumenskogo gosudarstvennogo universiteta* [*Bulletin of Tyumen State University*], 2012, No. 1, pp. 216–221.

7. Tarasova S. M., Naumenko A. V. Modelirovanie obrazovatel'nogo protsessa vuza kak factora sotsial'noi adaptatsii studenta v sovremennykh krosskul'turnykh usloviiakh [The modeling of educational process of the institute of higher education as a factor of social adaptation of a student in modern cross-cultural conditions]. *Vektor nauki TGU* [*Vector of science of TSU*], 2012, No. 1(8), pp. 281–284.

8. Christina T. Williams, Laura R. Johnson Why can't we be friends?: Multicultural attitudes and friendships with international students Original Research Article // International Journal of Intercultural Relations, Vol. 35, Is. 1, January 2011, P. 41–48.

9. Dunne C. Exploring motivations for intercultural contact among host country university students: An Irish case study Original Research Article // International Journal of Intercultural Relations, Vol. 37, Is. 5, September 2013, P. 567–578.

10. Corneo G., Jeanne O. A theory of tolerance Original Research Article // Journal of Public Economics, Vol. 93, Is. 5–6, June 2009, P. 691–702.

11. Racheal A. Ruble, Yan Bing Zhang Stereotypes of Chinese international students held by Americans Original Research Article // International Journal of Intercultural Relations, Vol. 37, Is. 2, March 2013, P. 202–211.

12. Zainal K., Taip Abu D., Mohamad Z. The effect of ethnic relations course on the students perceptions towards ethnic relations among first year students of one public university in Malaysia Original Research Article // Procedia – Social and Behavioral Sciences, Vol. 2, Is. 2, 2010, P. 3596–3599.

13. Thijs J., Verkuyten M. Ethnic attitudes of minority students and their contact with majority group teachers Original Research Article // Journal of Applied Developmental Psychology, Vol. 33, Is. 5, September–October 2012, P. 260–268.

14. Verkuyten M. Assimilation ideology and situational well-being among ethnic minority members Original Research Article // Journal of Experimental Social Psychology, Vol. 46, Is. 2, March 2010, P. 269–275.

Filatov Ph. R.

Psychological Technologies of Improvement of Students' Health as a Component of Forming Anti-Extremist Attitudes in the Youth Environment

The article deals with the potential of the application of health-improving psychological technologies to forming anti-extremist tolerant attitudes in the youth environment. In the article the author analyzes problems of psychological health of university students in their interrelation with problems of tolerance and extremism in the youth environment. The author brings forward a three-level model of psychological health of students and describes its specific parameters and integral indices. The results of the monitoring of psychological health of students of various departments of Southern Federal University (SFedU) (573 respondents) are adduced; the revealed factorial structures in subgroups of male and female students and their qualitative psychological characteristics are described. The author suggests his own classification of psychological health-improving technologies and a scheme of health-improving work in the university on the basis of the offered three-level model of psychological health.

Keywords: *health-improving technologies, anti-extremist attitudes, tolerance, tolerant consciousness, psychological health, health monitoring.*

The state of health and the quality of life of students as well as the quality of life of the population as a whole are important indicators of the stability of society and constructive social development. Students' health reflects a level of social and economic, psychological and spiritual wellbeing of the country; it is bothsociocultural and economic potential, a factor and a component of its welfare [8]. That is why complex researches of various components of students' health are urgent; dynamic indices of psychological health, and also their interrelation with such personal characteristics as stress tolerance, viability, tolerance gain increasing importance among this components [3, 4, 5, 8].

The stated gains a special importance in modern sociocultural and socio-political conditions, whenagainst the background of the general ideological vacuum, economic instability, system crises, coupled withidentity problems peculiar to youth(its so-called diffusions), they often involve representatives of students in extremist youth associations and groups. Formation of anti-extremist attitudes in the youth environment becomes one of prime social aims; the higher education system (the higher school) should play an important role in this problem solution. It is obvious that ***tolerance*** as a basic personal characteristic, and, more widely, tolerant world outlook, is a basis for such attitudes and a factor of their integration [1, 2, 6, 12].

Tolerance as a psychological phenomenon has rather a short history of studying in foreign scientific schools and scientific schools of our country (I. V. Abakumova, A. G. Asmolov, S. K. Bondareva, I. B. Grinshpun, P. N. Ermakov, E. Yu. Kleptsova, D. V. Kolesov, S. V. Krivtsova, V. A. Labunskaya, S. Mendus, G. Allport, D. Rogers, V. S. Sobkin,

G. U. Soldatova, M. Walzer, etc.). Different interpretations of its understanding make this problem multidimensional [1, 2, 6, 10, 11, 12, 13, 20, 21] and difficult for psychological research, complicating development of concrete scientific and practical methods aimed at the development of tolerant consciousness.

The "tolerance"concept unites characteristics of a live biological, psychological or social system which are showat different levels of its organization.In various contexts tolerance may be treated as stability, endurance, tolerance to alternative views, values and positions, traditions, customs or habits, tolerance of another creed, etc. [2, 6, 12]. This characteristic may be attributed to any organism, personand the whole variety of his/her social relations, society in the context of its response to dissent or any form of "otherness".

They study tolerance in three main aspects: 1) as absence or weakening of reactions to adverse factors of psychophysiological character owing to decrease in sensitivity to their influence; 2) as resistance tostresses, frustrating factors, uncertainty situations, extreme or conflict situations; 3) as resistance to processes and phenomena of the social world, tolerance in relation to Another, opportunity to hear and understand Another, recognizing his/her right to alternative ideas, views, opinions, beliefs and traditions [2, 12]. Activization of search of effective mechanisms of the development of personality in the spirit of tolerant outlook demands development of new approaches to their research and application in specific social conditions, in particular, in the higher education system.

In modern multiethnic society tolerance is a necessary condition of constructive social interaction and intensive cultural exchange [1, 2, 6, 12]; it is a basis of fruitful communication of representatives of different ethnic and confessional groups. The development of tolerance as a conditionof preservation of psychological health of students is defined by the modern sociocultural situation of chronic interethnic, interfaith and interpersonal conflicts, and also the growth of social tension.

Intolerant communication is accompanied by frustration of social needs, rupture of emotionally significant relations, emergence of intrapersonal tension, misrepresentation of value orientations, difficulties in understanding of self and another that adversely affects the student's psychological health, features of his/her psychosocial development and socialization, which quite often leads to involvement in extremist groups and movements. In its turn, tolerant communication promotes self-acceptance; it is a prevention of excessive emotional overloads and distresses, promotes optimization of functional states and interpersonal relations, preservation and promotion of health at psychological and psychosocial levels.

We proceed from a hypothesis that formation of anti-extremist attitudes among students is directly connected with increase of the level of their psychosocial adaptation, resistance to stress and tolerance, and also the level of psychological health as a whole.

In our opinion, psychological scientific and practical disciplines and the psychology of health [3, 4, 16, 19] should play a special role in formation of tolerant personal-

ity. As well as tolerance, health is an integrative characteristic of personality, which is shown at all levels of its organization. Researches of psychological components of health and healthy lifestyle last for less than a century, and they are intensively and fully carried out since the middle of the last century [4, 19].

Differentiation of psychical and psychological health became the most important moment of differentiation of a problem field of health psychology and its conceptual framework specification. I. V. Dubrovina has introduced the term "psychological health" into a scientific lexicon of the psychology of our country. She has defined intrinsic distinction of concepts of psychical and psychological health as follows: "the first one is related to certain mental processes and mechanisms; psychological health characterizes personality as a whole, in the aspect of its subjectivity", priority vital aims and strategies" [5, p. 17–21]. **Psychological health** is an integrative characteristic of the personproviding his/her internal coherence and self-regulation, successful adaptation and self-realization in specific conditions of social existence. This characteristic includes *axiological, instrumental*and *motivational* components. In this article we will focus on problems of psychodiagnostics (monitoring) of psychological health of students of SFedU and possible areas of psychological health-improvingpractice in the institute of higher education. In conclusion we will adduce author's classification of psychological health-improving technologies.

Today there is no uniform technique for diagnostics of a level of students' psychological health. The problem concerning the parameters which are the most essential characteristics of psychological health is still a moot point. Distinguishingsuch parameters (integrated indicators) and establishment of interrelations between them became a central methodological problem of our monitoring of the psychological health of students of Southern Federal University. In turn, health-improving psychological technologies are grouped and applied taking into account the degree of expressiveness of these indicators among students, on the basis of a uniform and differentiated model of psychological health of students. This approach coordinating diagnostic and health-improvingtechnologies in a uniform ensemble was approved by the author of the article within an interfaculty educational program "Culture of health" (SFedU, 2005–2013).

The author's model of monitoring of psychological health of students of various faculties of SFedU proceeds from the following basic provisions: 1) somatically and mentally healthy students (or conditionally healthy) take part in research; 2) monitoring is carried out by integral indices of psychological health enablingfully to consider the investigated problem; 3) we apply techniques simple and convenient for regular diagnostics; 4) it is supposed to make accumulation of parametrical data and to investigate them in dynamics.

Since "psychological health" is an integrative and many-sided characteristic of personality, we think it is reasonable to estimate simultaneously it by a number of complementary signs. We have studied psychological health of students in the light of the theory of psychosocial adaptation [9, 14].

77

According to the adaptation approach, students' state of psychological health is defined by their adaptation reserves which may be actualized and used in training. Students' adaptation to the higher school conditions is phased; it is connected with various specific (educational) and nonspecific (behavioural, interpersonal, household, etc.) factors. Students' adaptation reflects a difficult and long process of training for 5–6 years and makes great demands of cognitive and role flexibility, plasticity and adaptation reserves of the psyche of young people. In first years of studies students adapt to new conditions most intensively.

Proceeding from these propositions, we have chosenthird-year students of faculties of mechanics and mathematics, physics, geology, sociology, law, and philology of SFedU (573 respondents) as an **empirical object of research**. This was motivated by that, on the one hand, by the 3rd year of studies students have already reached a certain level of social and psychological adaptation to the educational space of the institute of higher education; on the other hand, problems of their further professional self-determination are not fully actualized yet.

In result of the carried-out theoretical analysis we have distinguished the following *characteristics of students' psychological health*.

1. The level of socio-psychological adaptation.

2. The level of social frustration.

3. The level of the development of coping behavior.

4. The level of a psychological stress (the degree of neuropsychictension) [17, 18].

5. Characteristics of person's psychological health connected with his/her **tolerant consciousness**. We attribute the following characteristics to this group:

1) self-understanding and self-acceptance;

2) theability of understanding and reception of others;

3) acceptance of responsibility for own life (ability not to shift the responsibility to others, to be responsible for own deeds or, on the contrary, aspiration to decline all responsibility for the events, to search for the guilty of own failures).

The program of monitoring included multidimensional psychological examination of students of faculties of sciences and humanities of SFedU according to the following battery of techniques of diagnostics of the level of psychological health: 1) diagnostics of social and psychological adaptation (C. Rogers, R. Diamond); 2) estimation of neuropsychictension; 3) research of volitional self-regulation; 4) coping-behavior in stressful situations (S. Norman, D. F. Endler, D. A. James, M. I. Parker; T. A. Krukova'sadapted variant); 5) the technique of studying self-appraisal of Budassi; 6) techniques of diagnostics of the level of social frustration of L. I. Wasserman (V. V. Boyko'smodification); 7) the "Risk of Coronary Behaviour" test for self-appraisal, composed from D. Jenkins' questionnaire (adapted by O. S. Kopina); 8) test of sense of life orientations (SLO); 9) scale of subjective wellbeing; 10) Giessen inventory; 11) V. V. Boyko'stest of communicative tolerance.

All techniques are certified by the Ministry of Health.

In our research we have applied the author's three-level model of psychological health in which, according to test indices, we have distinguished the following three levels:

1) the higher level of psychological health – *adaptive*;
2) the average level –*indefinite zone*;
3) the lower level – *unadaptive*.

We have attributed students with high and steady indices of adaptation to the surrounding biosocial environment to the *higher – adaptive – level* of psychological health; these assumed: 1) existence of psychological resources necessary for overcoming of stressful situations; 2) ability to self-government (self-control); 3) ability to take the responsibility for own life and the expressed aspiration to cooperation with other people without demands for a considerable support; 4) high frustrationalstability / tolerance (i. e. granting of a right to self and another to make an error without condemnation of own or another personality). To the *average level* we have attributed students whose test indicators of adaptation are at an uncertainty zone that complicates forecasting of their adaptive or unadaptivetendencies of behavior. The students of the *lower level* of psychological health, are characterized by the social maladjustment, increased anxiety, self-appraisal which is underestimated or overestimated similar to a neurotic type, low frustrationaltolerance, tendency to avoidstressful and conflict situations.

We have divided the obtained test datainto subgroups according to levels of psychological health (according to the three-level model of psychological health). We have checked the correctness of such division by the analysis of the statistical importance of distinctions of the *studied indices* (Mann-Whitney's U-*criterion*) in the formed subgroups. Then, on the basis of results of the carried-out factorial analysis, group of male students and female students were divided into subgroups according to the revealed leading factor. Further we have carried out the statistical and qualitative analysis of distinctions of studied characteristics; we have also studied statistically significant relations in the distinguished subgroups. We have applied the following statistical methods: factorial analysis, Mann-Whitney U-test, Chi-Square Tests ($\chi2$), and Pearson correlation coefficient. For obviousness we have presented the quantitative result of the first stage of the monitoring in Diagram1.

- the lower level of psychological health
- the higher level of psychological health
- the average level of psychological health

17,60 %
12,00 %
70,40 %

Diagram 1. Percentage of students of Southern Federal University with different levels of psychological health (for male and female students)

The ratio of test indices of monitoring ("rejection of self", "rejection of others", "emotional discomfort") with levels of psychological health is reflected in Diagram 2.
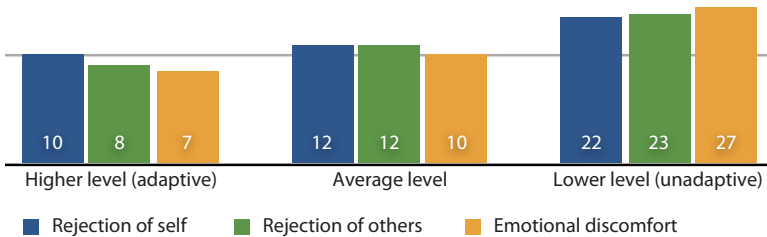
Diagram 2. The ratio of test indices of monitoring ("rejection of self", "rejection of others", "emotional discomfort") with levels of psychological health

It follows from Diagram 2 that moving from the higher to the lower (unadaptive) level of psychological health indices of emotional discomfort, rejection of self and others increase in the aggregate; this may speak about the general decrease in tolerance.
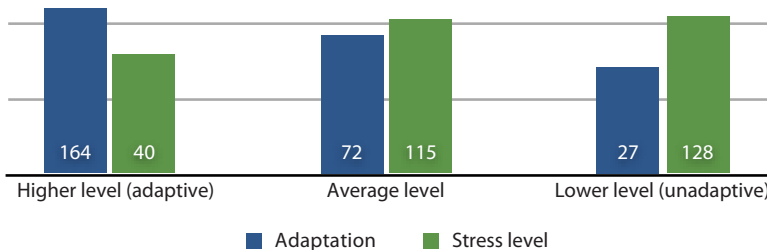

Diagram 3. The ratio of test indices of monitoring ("adaptation", "stress level") and levels of psychological health

The ratio of test indices of monitoring ("adaptation", "stress level") and levels of psychological health is visualized in Diagram 3. As it follows from the Diagram, the transition to the lower (unadaptive) level of psychological health in student's sample is accompanied by simultaneous decrease of the psychosocial adaptation level and increase of the stress level.

We have carried out further data processing separately for male and female students. On the basis of primary data we have revealed percentage ratios for male and female students with a different level of psychological health.

According to test indices we have attributed 62 % of male students of SFedU to *indefinite* and *adaptive* levels of psychological health (50,9 % and 11,1 % respectively). 34,3 % of the male students are characterized by the level of psychological health *close to unadaptive*. 3,7 % of male students showed the *unadaptive* level of psychological health.
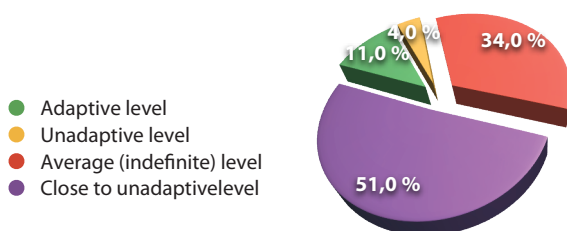
Diagram 4. The percentage of malestudents of Southern Federal University with different levels of psychological health

65,5 % of female students of SFedU are characterized by the average level of psychological health (i. e. they are in the "area of ambiguity").

We have attributed 1,1 % of a female part of the sample to the highest, *adaptive* and *close to adaptive* level of psychological health (5,3 % and 4,8 % respectively). At the same time 19 % of a female part of the sample is characterized by the level of psychological health *close to unadaptive*. We have attributed 5,3 % of female students to the *unadaptive*level of psychological health.

It results from the analysis of distinctions by the chi-square criterion that thequantity of male students with the level of psychological health *close to unadaptive*is greater than the anticipated value, while the quantity of women with the level of psychological health *close to unadaptive*is significantly fewer; the number of women with the*average (indefinite)*level of psychological health is greater than the anticipated value. These distinctions are statistically significant (at a significance level p = 0,01).
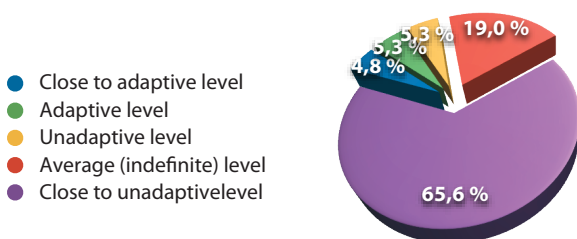

Diagram 5. The percentage of female students of Southern Federal University with different levels of psychological health

For obtaining integrated indices of psychological health we have applied factorial analysis (the method of maincomponents) taking into account gender distinctions. We have distinguished two three-factorial structures for male and female students respectively.

We have designated the distinguishedrather independent factors for male students as follows:

1) **Stability** (+Adaptation, +Self-Acceptance, +Emotional Comfort, +Internality, +Acceptance of Others, +Dominance, +Self-Appraisal;–Subjective Prosperity, –Neuropsychic Tension, –Pressure of Complaints, –Frustration Level, –Emotions);
2) **Life Controllability** (+Locus of Control-Life, +Locus of Control-Self, +Goals, +Satisfaction with Self-Actualization, +Process, +Volitional Self-Regulation, +Persistence, +Self-Possession, +Emotions, +Distraction, +Avoidance, +Self-Appraisal);
3) **Volitional Self-Control** (+Will, +Persistence, +Self-Possession, +Self-Appraisal, +Internality; –Emotions, –Distraction, –Avoidance).

Test indices (parameters of students' psychological health) are grouped within the specified bipolar factors in such a way that the increase in values of indices of a pole (+) is accompanied by the decrease in values of indices of anantipole (–).

The revealed factorial structures show that male students with **"Stability"** as a leading factor are characterized by the aspiration to stabilize the obtained psychoemotional state by own resources, avoiding psychological tension and refusing intensive emotional experiences. Decrease in the level of frustration and emotional comfort are connected with a high self-appraisal, self-acceptance and domination. In this case the aspiration to stabilization is opposed to subjective prosperity: acquisition of the latter is postponed for a later stage of socialization whereas they use primary resources for the maintenance of the achieved.

Male students with **"Life Controllability"** as a leading factor are oriented on process, when own will, purposefulness, persistence are harmoniously coordinated with a general tenor of the life; events are perceived as natural and predictable, knowledge of rules provides a prize, ability to feel the direction of events guarantees goal achievement. Distraction and avoiding make it possible not to be fixed on failures and negative emotions.

Male students with **"Volitional Self-Control"** as a leading factor are characterized by a tendency to rely upon will power and such volitional qualities as self-possession, persistence, tenacity, not bypassing, but overcoming obstacles, without avoiding difficulties, accepting the responsibility for own development, progress and failures. Their high self-appraisal is connected with ability to show volitional qualities and to overcome barriers on a way of goal achievement.

We have designated the distinguished rather independent factors for female students as follows.

Rather independent factors allocated as a result of the factorial analysis for group of students were designated:

1) **Self-Control** (+Locus of Control-Self, +Process, +Locus of Control-Life, +Goals, +Satisfaction with Self-Actualization, +Adaptation, +Self-Appraisal, +Self-Acceptance, +Dominance, +Emotional Comfort, +Internality, +Problem Solution, –Neuropsychictension, –Pressure of Complaints, –Subjective Prosperity);
2) **Overcoming** (+Volitional Self-Regulation, +Persistence, +Self-Possession, +Emotional Comfort, +Internality, +Acceptance of Others, +Adaptation, +Self-Acceptance, +Problem Solution;–Emotions, –Pressure of Complaints, –Distraction);

3) **Psychological Defense**(+Avoidance, +Distraction, +Social Distraction, + Problem Solution; –Frustration Level).

The revealed factorial structures show that female students with **"Self-Control"** as a leading factor have a tendency to estimate self as a strong person possessing sufficient liberty of choice, independence, ability to construct own life according to own purposes and to control events of own life. The optimization of self-appraisal, acceptance of self and others, emotional comfort are connected with this. Such students are inclined to accept the responsibility for the events and life as a whole, to dominate in various social and psychological spheres. The aspiration to control and domination may prevail over the need for wellbeing and lead to a significant drop of mental stress and somatic discomfort with consistent achievement of goals and satisfaction with self-realization.

Female students with prevalence of the factor of **"Overcoming"** are inclined to rely upon own resources and volitional qualities in solving actual life problems and adaptation problems, depend on other people in a less degree. This enables us to compare them with male students united by the factor "Volitional Self-Control". In this case adaptation demands additional volitional efforts and psychic costs; its success depends on the ability to show persistence and to keep self-control. Emotional comfort is connected with self-control and volitional self-regulation. Thus there are difficulties in distraction, inhibition and repression of emotions, refusal of their experience and expression for the sake of self-control preservation.

In situations of frustration female students with "Psychological Defense" as a leading factor have a defense reaction of avoiding, distraction and social distraction; at adaptation difficulties such female students are inclined to look for external support, to minimize stress by means of communication and social interaction, relying upon own regulatory and volitional skills and personal qualitiesin a less degree.

The statistical analysis showed that in general we may attribute male students with **"Volitional Self-Control"** as a leading factor to the unadaptivelevel of psychological health. In this case the necessity of volitional regulation and mobilization is explained by either motivation deficiency or existence of deep motivational conflicts which settlement demands additional, and, probably, redundant volitional efforts and psychological resources. We generally attribute male students with "Stability" as a leading factor to the indefinite level of psychological health; in man's sample the adaptive level corresponds to the prevalence of the "Life Controllability" factor.

In the subgroup of female students respondents with **"Psychological Defense"** as a leading factor are more often attributed to the unadaptive level of psychological health. The adaptive level is mostly presented by students with "Self-Control" as a leading factor. Students with "Overcoming" as a leading factor more often show the indefinite level.

According to the monitoring data, communicative tolerance (according to Boyko's test) is statistically significantly connected with the following indices of psychological health of students of SFedU:

1) "Personal self-appraisal", which is a kernel of self-control and defines the degree of adequacy of self-perception and appraisal of own capabilites;
2) "Self-understanding and acceptance / rejection of self";
3) "Acceptance / rejection of others";
4) "Dominating coping-strategies which a person prefer in stressful situations".

The students showing adaptive level of psychological health have higher communicative tolerance. It is because of optimization of self-appraisal, self-acceptance, and development of coping-strategies. The otherness of another person or social object ceases to be a stress and frustration source for them.

As a whole our technique makes it possible differentially to estimate psychological health in student's sample according to the three-level model and in accordance with a dominating factor which enable planning of further psychocorrectional and training arrangements with the studied students and defines the sequence of application of concrete health-improving psychotechnologiesin work with them.

The system of monitoring makes it possible to solve important scientific and practical problems. Timely revelation of disorders of psychological health of students and relevant arrangements directed on their correction are among them. The second sphere of aims includes development of a comprehensive interfaculty program of social adaptation, psychoprophylaxis and psychocorrection within which one may render urgent psychosocial assistance and organize training in concrete technologies of health-improvement, self-control and the development of sanogenicthinking.
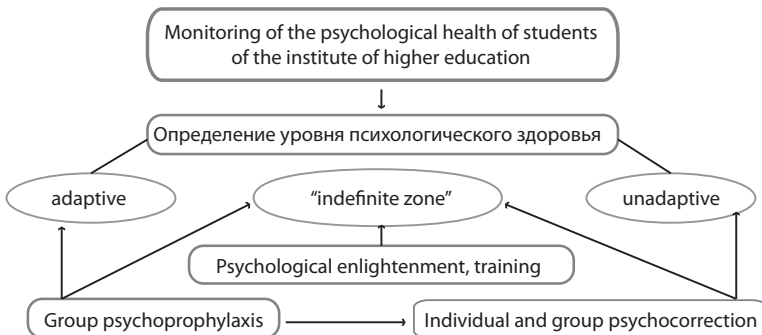
Scheme 1. Stages of health-improving work with students of the institute of higher education

Students carry out psychoprophylactic, psychocorrectional and educational arrangements according to results of monitoring, i. e. taking into account the established level of psychological health. At the highest, adaptive level the health-improving work may come to nothing more than psychological enlightenment, group psychoprophylaxis and self-control trainings. Students with the average and low lev-

els of psychological health need additional individual and group psychocorrectional studies (see Scheme 1).

Thus, we may distinguish the following main forms of psychological health improving work with students of the institute of higher education:

1) **psychological enlightenment** (lectures, individual and group consultations in the paradigm of health psychology);
2) **complex psychodiagnostics** (monitoring of psychological health);
3) **grouppsychoprophylaxis**;
4) **individual and group psychocorrectionalstudies** including the organization of student's discussion groups and groups of self-help;
5) **psychosocial trainings**.

Within the program of complex health improvement of students they may apply the following health-improving technologies.

1. **Educational sanogenic technologies**, which promote increase and development of students' general culture of health.
2. **Analytical health-improving technologies** focused on self-knowledge and self-understanding (including self-acceptance), realized in a format of specialized groups of self-knowledge.
3. **Body-oriented health-improving technologies** directed on decrease in mental stress by means of removal of chronic muscular blocks and clips, authentic movement and expressive training.
4. **Technologies of increase of level of self-control** directed on development and the development of regulatory skills promoting the general optimization of health.
5. **Stress management technologies** (or coping-technologies, for example, "Stress Inoculation"), which enable to master effective strategies of coping with stressful and extreme situations.
6. **Behavioural technologies** with role-playing, which develop skills of successful adaptive behavior in a wide range of situations of socio-psychological interaction.
7. **Communicative technologies**, urged to optimize the sphere of student's communication and interpersonal interaction due to increase of communicative tolerance and development of effective communicative skills.
8. **Cognitive health-improving technologies**, promoting formation of skills of sanogenicthinking and transformation irrational beliefs, pathogenic cognitions, intolerant stereotypes and attitudes which interfere with successful adaptation in the educational space of the institute of higher education and may be prerequisites of extremism in the youth environment.
9. **Art-therapeutic technologies** which discover students' creative potential and increase their creativity (they are based on various techniques of creative self-expression).

The mentioned technologies are applied in a complex, on the basis of system un-

derstanding of psychological health according to principles of activity, consciousness, individual responsibility and integrity (respect for personal integrity of the student).

The training component of the health-improving program includes a number of special blocks.

1. **Trainings of self-regulation** providing development of steady skills of coping and stress management, development of effective coping-strategies, group mastering of such psychotechnologies as autogenic training after Y. Schultz and H. Lingdemang, psychotraining of H. Silva, etc.

2. **Communicative trainings** directed on development of skills of constructive social interaction / communication and increase of communicative tolerance.

3. **Trainings of self-knowledge and personal growthgroups**which provide increase of the level of students' self-understanding and self-acceptance.

4. **Trainings of creative self-expression and self-disclosure**, which realize the creative potential of the person, develop his/her spontaneity, creativity, role flexibility (with art therapy and psychodrama elements).

5. **Trainings of tolerance** [11] focused on formation of tolerant behavior, thinking and world outlook.

In whole the described technologies of diagnostics and correction of psychological health promote the increase in stress tolerance and the tolerance of the person, his/her stage-by-stage adaptation and integration into the high school educational space and may be considered as an effective component of formation of tolerant anti-extremist attitudes in the youth environment. The author has realized the conceptual model given in this article at Southern Federal University within the interfaculty educational-training program "Health Culture" (among third-year students of all faculties of SFedU) during the period from 2005 to 2013.

References

1. Abakumova I. V., Ermakov P. N. O stanovlenii tolerantnosti lichnosti v polikul'turnom obrazovanii [About forming tolerance of personality in the polycultural education]. *Voprosy Psychologii [Approaches to Psychology]*, 2003, No. 3, pp. 78–82.

2. Asmolov A. G., Soldatova G. U., Shaygerova L. A. O smyslakh poniatiia «tolerant-nost'» [About the senses of "tolerance" concept]. *Vek tolerantnosti: Nauchno-publitsisticheskii vestnik* [*The Age of Tolerance: Scientific-Journalistic Bulletin*], 2001, No. 1–2, pp. 8–19.

3. Vasilyeva O. S., Filatov Ph. R. Psikhologiia zdorov'ia cheloveka: predvaritel'nye itogi I perspektivy. Psikhologiia zdorov'ia: novoe nauchnoe napravlenie [The psychology of person's health: preliminary results and prospects. Health psychology: new scientific area]. *Materialy kruglogo stola s mezhdunarodnym uchastiem [Proceedings of the Round Table with International Participation]*. St. Petersburg, December, 14–15, 2009. St. Petersburg State Institute of Psychology and Social Work Publ., pp. 33–39.

4. Vasilyeva O. S., Filatov Ph. R. *Psikhologiia i kul'tura zdorov'ia* [Psychology and Culture of Health]. Rostov-on-Don, Southern Federal University Publ., 2011. 352 p.

5. Dubrovina I. V. Psikhicheskoe I psikhologicheskoe zdorov'e v kontekste psikho-logicheskoi kul'tury lichnosti [Mental and psychological health in the context of psychological culture of personality]. *Vestnik prakticheskoi psikhologii obrazovaniia* [*Bulletin of Practical Psychology of Education*], 2009, No. 3, pp. 17–21.
6. Lektorsky V. A. O tolerantnosti, pliuralizme I krititsizme [About tolerance, pluralism, and criticism]. *Voprosy Psychologii [Approaches to Psychology],* 1997, No. 11. pp. 118.
7. *Koping-povedenie v stressovykh situatsiiakh (S. Norman, D. F. Endler, D. A. James, M. I. Parker; adaptirovannyi variant T. A. Kriukovoi). Fetiskin N. P., Kozlov V. V., Manu-ilov G. M. Sotsial'no-psikhologicheskaia diagnostika razvitiia lichnosti i malykh grupp* [Coping-behaviour in stress situations (S. Norman, D. F. Endler, D. A. James, M. I. Parker; adapted variant by T. A. Krukova). Fetiskin N. P., Kozlov V. V., Manuylov G. M. Social-psychological diagnostics of development of personality and small groups]. Moscow, Institute of Psychotherapy Publ., 2012, pp. 442–444.
8. Kosolapov A. B. *Problemy izucheniia, sokhraneniia I razvitiia zdorov'ia studentov* [The problems of studying, maintenance and development of students' health]. Vladi-vostok, Far Eastern State Academy of Economics and Management, 2009. 96 p.
9. Maklakov A. G. Lichnostnyi adaptatsionnyi potentsial: ego mobilizatsiia I prognoziro-vanie v ekstremal'nykh usloviiakh [Personal adaptation potential: its mobilization and forecasting in extreme conditions]. *Psikhologicheskii zhurnal* [*Psychological Journal*], 2001, Vol. 22, No. 1, pp. 16–24.
10. *Psikhodiagnostika tolerantnosti lichnosti* [Psychodiagnostics of tolerance of personal-ity]. Edited by Soldatova G. U., Shaygerova L. A. Moscow, Smisl Publ., 2008, 172 p.
11. Soldatova G. U., Shaygerova L. A., Makarchuk A. V., Schepina A. I., Khukhlayev A. E., Lutaya T. A. *Treningi tolerantnosti* [Trainings of tolerance]. Moscow, Moscow State University Publ., 2003. 183 p.
12. Tretyak V. G. *Psikhologiia tolerantnoi aktivnosti sub"ekta. Sub"ekt, lichnost' I psikhologiia chelovecheskogo bytiia* [Psychology of subject's tolerant activity. Subject, personality and psychology of human being]. Moscow, Institute of Psychology of the Russian Academy of Sciences Publ., 2005, pp. 226–234.
13. Walzer M. *O terpimosti* [About tolerance]. Moscow, Dom intellektual'noi knigi Publ., 2008. 96 p.
14. Yanitsky M. S. *Adaptatsionnyi protsess: psikhologicheskie mekhanizmy I zakonomernosti dinamiki: uchebnoe posobie* [The adaptation process: psychological mechanisms and regularities of dynamics: textbook]. Kemerovo, Kemerovo State University Publ., 1999. 84 p.
15. Barrio M. R., Ley Cl. Evaluation of a psychosocial health program in the context of vio-lence and conflict / *Journal of Health Psychology,* October 2013 (18), p. 371–381.
16. Chamberlain K., Lyons A. C. Challenges for health psychology: Theorizing belief and beyond / *Journal of Health Psychology,* October 2012 (17), p. 965–968.
17. Lasarus R. S. Emotion and adaptation. New York: Oxford University Press, 2010. 265 p.
18. Lasarus R. S. Stress and Emotion: A New Synthesis. New York: Springer Publishing Company, 2009. 342 p.

19. Marks D., Murray M., Evans B., Willing C. Health Psychology: Theory, Research and Practice. London: Middlesex University Press, 2011. P. 7–28.
20. Mendus S. Toleration and the limits of liberalism. Basingstoke. Hampshire: Macmillan Educ. Ltd., 1989. P. 38–42.
21. Roger D., Parinaud C. Tolerance Collection: Cultures Peace. UNESCO, 1990. 52 p.
22. Stephens Ch. Racism and Inequalities in Health: Notes towards an Agenda for Critical Health Psychology / *Journal of Health Psychology,* July 2009 (14), p. 655–659.

Submit of publishing material procedure

The original theoretical and experimental works on various branches of psychology and reviews of native and foreign research can be published in the journal.

To be accepted for publishing in the journal the material should be electronic kind typed in Word, 14 pointtype, sesquialteral range, printable field of 2,0 cm, not more than 20 pages in size, including the list of cited literature. The text should be typed in standard font of type: Times or Arial.

If cited in article the literature is pointed out alphabetically at the end of the article. The literature in foreign languages goes after the one in russian. Reference to sources as a sequence number of the cited book or article (with the number of page in semicolon) is denoted in brackets. Materials for "Scientific life" section are accepted in the course of (within) 2 months after ending of the corresponding congress, conference, convention, etc.

The figures on diskette should be in separate files (TIF or PCX format) with printout and the caption index. It is allowed to file a figure direct in Word within the text of the article.

It is essential to attach to the article a summary – not more than half a page in size – and keywords, as well as author information (name, surname, (patronymic name), home address, ZIP code, telephone number, profession, academic status, place of employment and official position, date of birth, passport data, retirement insurance certificate number, PTN –personal tax number, TIF electronic size photo of 300 dpi definition or no less than 10x15 size photography).

Forwarded to editorial staff, materials should be presented in two languages: Russian and English.

The article sent to the author to complete and being not returned to the appointed date is excluded from the editorship's stock of orders.