

**RUSSIAN
PSYCHOLOGICAL
SOCIETY**



**RUSSIAN
PSYCHOLOGICAL
JOURNAL**

Vol 11 # 1

Moscow



2014



Russian Psychological Journal

Founder – Russian Psychological Society

Editor in Chief – Zinchenko Ju.P.

Editorial Committee

Akopov G.V.
Allahverdiv V.M.
Zabrodin Ju.M.
Karainy A.G.
Karpov A.V.
Malopheyev M.N.
Marin M.I.

Nechaev N.N.
Rubtsov V.V.
Rean A.A.
Ribnikov V. Ju.
Chernorizov A.M.
Shkuratov V.A.

Editorial Board

Abakumova I.V.
Asmolov A.G.
Babenko V.V.
Basarov T.Ju.
Bezrukikh M.M.
Bogoyavlenskaya D.B.
Vorobiova E.V.
Derkatch A.A.
Dontsov A.I.
Dubrovina I.V.
Zhuravlev A.L.
Egorova M.S.

Yermakov P.N. (deputy Editor)
Labunskaya V.A.
Leonova A.B.
Sergiyenko E.A.
Tkhostov A.Sh.
Tsvetkova L.A.
Berberian A.S. (Armenia)
Kittler U. (Germany)
Menjeritskaya Ju. (Germany)
Velichkovsky B.M. (Germany)
Kronik A.A. (USA)
Belianin V.P. (Canada)
Borokhovski E. (Canada)

Executive Secretary – O.V. Tel'nova
English Editor – L.Ju. Kruteleva
Managing Editor – L.V. Popova
Page settings – A.P. Tchekha

Address of the Publisher:

Nagibin Av., 13, of. 243,
Rostov-on-Don, Russia, 344038
Tel. (863) 243–15-17; fax 243–08-05
E-mail: rpj@psyf.rsu.ru

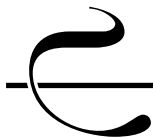
Founder Address:

Yaroslavskaia str., 13,
Moscow, Russia, 129366
Tel./fax (495) 283–55-30
E-mail: rpo@psychology.ru

ISSN 1812–1853

No part of this publication may be reproduced without the prior permission of the copyright owner

Subscription catalogue of Russian Press Agency «Newspapers, Journals».
Subscription code 46723



CONTENTS

Our authors

PSYCHOLOGY OF DEVELOPMENT AND ACMEOLOGISTS

Marin M. I., Bochkova A. A. Methodical Approach to Estimating Value Orientations of Leaders of Internal Affairs Agencies

5

7

Dzhaneryan S. T., Panina E. A. The Cognitive Component of the Competitive Strategy of Waiters

15

EDUCATIONAL PSYCHOLOGY

Maslova Yu. A. The Model of Psychological Support of Inclusive Training of Hearing-Impaired Children

22

Borzova I. A., Chernyshenko O. V. Foreign Students' Training in the Language of Science: Urgent Issues

30

FAMILY PSYCHOLOGY

Nozikova N. V. Features of views of the father of girls aged 15–17

39

YOUNG SCIENTISTS

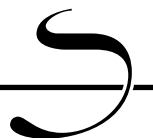
Prokofyeva N. V. Methodological and Practical Guidelines on Increasing Capacity for Moral-Ethical Reflection of a Modern Adult

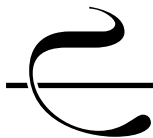
49

Nichiporyuk E. A. Trust in Self as a Condition of Professional Self-Realization of Kindergarten Teachers of Preschool Institutions

56

[HTTP://RPJ.SFEDU.RU](http://rpj.sfedu.ru)





OUR AUTHORS

Maryin Mikhail Ivanovich – Professor, Department of Psychology, Pedagogics and Personnel Management, Academy of Management of the Interior Ministry of Russia, Doctor of Psychology
Official address: Zoyi and Alexandra Kosmodemyanskikh St., Moscow, 125171
Official telephone: +7 (499) 150–10–34
E-mail: marin_misha@mail.ru

Maslova Yuliya Aleksandrovna – Assistant Lecturer, Department of Developmental Psychology and Practical Psychology, Faculty of Pedagogics and Practical Psychology, Southern Federal University, Candidate of Science in Psychology
Official address: b. 92A, Lenina St., Rostov-on-Don, 344038
Official telephone: +7 (863) 293–02–53
E-mail: rodnaia@list.ru

Bochkova Alena Aleksandrovna – senior psychologist, Department of Moral-Psychological Support, Department of Personnel Management, the Interior Ministry's Main Directorate for the Moscow Region
Official address: b. 3, Nikitsky Lane, Moscow, 125171
Official telephone: +7 (495) 609–45–77
E-mail: bochkova.a@mail.ru

Nozikova Natalya Valentinovna – Associate Professor, Department of the Theory and Methods of Pedagogical and Defectological Education, Far Eastern State University of Humanities
Official address: b. 68, K. Marxa St., Khabarovsk, 680000
Official telephone: +7 (4212) 42–07–27
E-mail: nv_nozikova@bk.ru

Dzhaneryan Svetlana Tigranovna – Head of the Personality Psychology Department, Faculty of Psychology, Southern Federal University, Professor, Doctor of Psychology
Official address: of. 239, b. 13, M. Nagibina Av., Rostov-on-Don, 344038
Official telephone: +7 (863) 230–32–47
E-mail: pat@sfedu.ru

Nichiporyuk Elena Antonovna – Associate Professor, Department of Preschool and Primary Education, State Educational Institution of Additional Professional Education “Rostov Regional Institute of Professional Development and Retraining of Educationalists”
Official address: b. 2/51, Gvardeysky Lane, Dolomanovsky Lane, Rostov-on-Don, 344011
Official telephone: +7 (863) 267–56–00
E-mail: nich-ea@rambler.ru

Panina Ekaterina Aleksandrovna – applicant, Personality Psychology Department, Faculty of Psychology, Southern Federal University
Official address: of. 239, b. 13, M. Nagibina Av., Rostov-on-Don, 344038
Official telephone: +7 (863) 230–32–47
E-mail: just_4_me@mail.ru

Prokofyeva Natalya Vladimirovna – consulting psychologist, “Proxima Consulting Company” LLC
Official address: b. 65, Yuzhnobutovskaya St., Moscow, 117042
Official telephone: +7 (916) 645-65-67
E-mail: natalia@psy-studio.ru



Borzova Irina Aleksandrovna – Senior Lecturer, Department of Russian no. 1, Rostov State Medical University, Candidate of Science in Pedagogy

Official address: b. 119/80, Suvorova St., Rostov-on-Don, 344022

Official telephone: +7 (863) 250–40–88

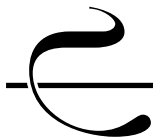
E-mail: dfis@aaanet.ru

Chernyshenko Olga Vasilyevna – Associate Professor, Department of Russian no. 2, Rostov State Medical University, Candidate of Science in Philology

Official address: b. 119/80, Suvorova St., Rostov-on-Don, 344022

Official telephone: +7 (863) 250–40–88

E-mail: dfis@aaanet.ru



Marin M. I., Bochkova A. A.

Methodical Approach to Estimating Value Orientations
of Leaders of Internal Affairs Agencies

The article explains the need to examine value orientations of the leaders of the Internal Affairs Agencies as a significant component of the regulation of their service activity, since the number of crimes, violations of discipline and legality among police personnel remains at a fairly high level. A technique for estimating value orientations of internal affairs officers is described. Leaders of services and units of the Internal Affairs Agencies were the object of the investigation. The study involved 321 people. The sample was divided into two groups with the help of the expert technique ("Monitoring" program): leaders who are disposed and indisposed to violation of legal, moral and ethical norms of official behaviour.

The results of studies showing characteristic features in the structures of value orientations of employees disposed and indisposed to illegal behaviour are shown. It is concluded that the structure of value orientations influences on forming the psychological mechanism of a possible illegal behaviour among the leaders of the Internal Affairs Agencies.

Keywords: *internal affairs officers, value orientations, psychosemantics, sense regulation of activity.*

In professional life of the employees of Internal Affairs Agencies the alteration of their legal conscience leads to the contempt of law, appropriation of corporate opportunities for lucrative purposes, neglecting rules of morality and ethics.

A considerable number of employees have been indicted for crimes in the sphere of exceeding official authority, abuse of power and bribery. According to General Board of Personal Activity of Ministry of Internal Affairs in Russia the number of employees who committed the crimes outlined in article 285 (abuse of power) and article 290 in the Criminal Code of the Russian Federation (bribery) has decreased over the past five years. In 2001 the total number of these employees was 960, of which 620 committed crimes under articles 290, 340 – under article 285 in the Criminal Code of the Russian Federation. The question of preventing the crimes, committed by the employees of Internal Affairs Agencies, continues to be relevant, as despite some positive dynamics we should consider the harmfulness of these crimes as the policemen are responsible for observing the law. This question acquired particular importance in view of ongoing reformation of Russian Ministry of Internal Affairs. If this issue contin-



ues to thrive, all the efforts to form a new image of Russian police and to raise the society's confidence in law-enforcement agencies will be kept to a minimum [4, p. 52–55].

In connection with the above matter the results of studying peculiarities of policemen's legal consciousness are of specific interest. The results of the studies revealing axiological determinants that govern personality's orientation and character can possibly help to clarify the reasons for policemen's illegal behavior and develop the methodologies for its early diagnostics, forecasting and preventative measures [13, 14, 15].

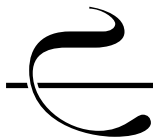
In legal psychology the term of legal consciousness involves the spheres of social, group and individual consciousness that "reflect legal reality in the form of legal knowledge, evaluative attitude towards the law and practice in its application, legal adjustment and value orientations that regulate a person's behavior in legally valid situations" [3, p. 243].

As a rule, the main values of personality are characterized by high level of awareness, they are reflected in one's consciousness by means of value orientations and are the determining factor for regulating social interrelations and employees' behavior. K. Kluckhohn characterizes values as an aspect of motivation, correlated to the various structures [12, p. 388–433]. Values of personality, being a complicated hierarchical system lie in the place of motivational-demanding sphere of personality and world outlook structures of consciousness. These values fulfil functions of the regulator of a person's activity and become reference points in one's life, the factor that makes sense.

Values of personality are seen as "the main components of a person's internal world that are peculiar only to this person, they arise from his or her unique personal experience and reflect his or her attitude to the latter" [6, p. 144].

A lot of scientists (e.g. Artemieva E.Y., Petrenko V.F., Shmelev A.G. etc) investigated the notional regulation of performance (psychology of subjective psycho-semantics. According to Artemieva "the meaning of an object to the subject is a trace of pragmatic prehistory of their interrelation that is fixed in the subject's attitude to the object" [1, p. 29]. In her research work Artemieva showed that in the process of object evaluation it is the semantic code that plays the crucial role, because there is undifferentiated integral semantic evaluation in its essence, but not perceptual characteristics. She showed that "a person's evaluation of objects in the context of loose specifications is held not in the modal, but in the semantic code that is the same for different modalities" [1, p. 78]. The semantic code means a set of estimations of on-scale semantic differential that was used by Artemieva in her examination. Nowadays this direction of research is based at the interface of psycho-semantics and the theory of world-pattern, developed by Leontiev.

The following research aims at studying value orientations of employees of Internal Affairs Agencies who occupy managerial positions. It also studies the notional regulation of their official activities for the benefit of initial revelation of marks of employees' offending behavior, including corruptive orientation.



Procedure of research

321 chiefs of service and heads of regional Internal Affairs Agencies took part in the research [2, p. 43]. In order to reveal the marks of employees' offending behavior, including corruptive orientation, thus to define people who have negative status in reference to the selected criteria for evaluating the inclination to the commission of crimes we used the method of scientific assessment, implemented on the basis of the "Monitoring" program [8].

The method of the expert evaluation with the use of the "Monitoring" program is based on the system of interpersonal choice done by the employees. It is implemented on the ground of axiological and active character of their interpersonal relations. The issues used in "Monitoring" are chosen with reference to the specific character of mid-level executives' work as "the chief of the agency is the bearer of common values and aims, personifying them by his actions" [9, p.152].

In the course of expert poll we elicited "leaders" in collectives according to their evaluative attitude, to their readiness to cognize the existing rules of conduct at work; to the case law which means to what extent they are ready to follow the existing rules of conduct at work; to legal attitudes and value orientations that point to the total level of employees' readiness to act within the limits of law principles, scrupulous and exemplary way of their abidance at work.

Thus, relying on the results of the expert poll and using the "Monitoring" program we made the ranking of the chiefs who participated in our research according to the level of their individual sense of justice, the numerical values of which could go from 0 to 1.

The "Monitoring" program was made in FoxPro 2.5 for Windows and represents several databases and the procedures of processing and graphical interpretation of test results. The modification of the text proposed relies on the clustering of the diagnostic results [5, p.87–88].

In order to study the peculiarities of value orientations of mid-level executives of Internal Affairs Agencies who participated in the research we used the test of value orientations by Rokich M. [10, p.25–29] and colour test of relationship (CTR) by Etkind [11, 221–227], modified in terms of research objectives.

The colour test by Etkins is based on the procedure of indirect scaling the objects by means of comparing the colour, attributed to these objects, with the placing of this colour in the range by preference of an octave of colours of Lushar's procedure. The suggested methods are characterized by a number of peculiarities and advantages: the introduction of a value is ranked indirectly through colour preferences; perceptual characteristics are not crucial; the notions defined by the same colour have subjective criteria of emotional proximity and similarity of semantic code; the methods define the attitude towards the values presented, the structure of value orientations and motivation of activity.



As a part of the study 15 values were presented to the participants who ranked these values on the analogy of CTR according to their preferences out of the octave of colours of Lushar's procedure. (indirect ranking):

1. Self dependence in decision making.
2. Well-being
3. Self control (self-restraint, self discipline)
4. Irreconcilability towards substandard work
5. Adherence to principles
6. Ability to focus on maintenance of moral values
7. Applying of one's powers and authority
8. Exigence towards employees
9. Work efficiency
10. Duty performance
11. Sincerity in expressing one's views and opinions
12. Consideration for employees' interests
13. Career development
14. Innovation
15. Cautiousness and deliberateness in making decisions.

The experimental data received was worked up with the help of cluster analysis (hierarchical agglomerative method). The classification was made using successive merging of objects into groups (clusters) that turned out to be hierarchically organized. This method has let us examine semantic connection of the notions and the executives' attitude to them [7, p.132].

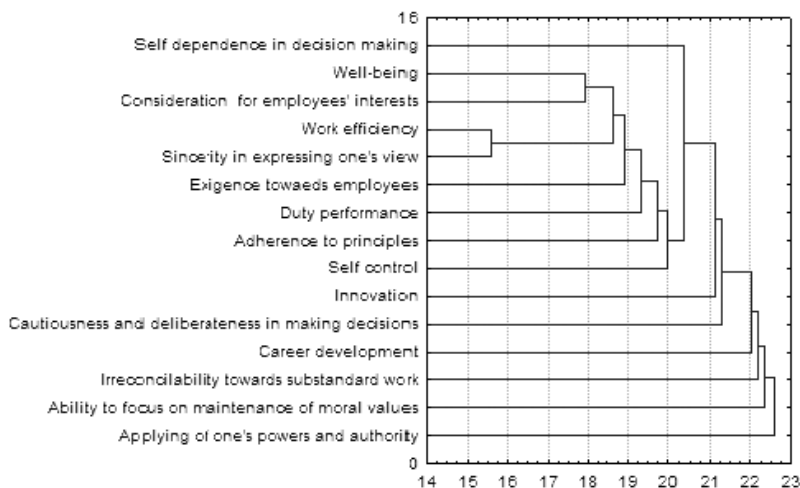
The notions used in each of the groups form sense connections and their study lets us see the inner structure of orientations that executives of Internal Affairs Agencies have.

Findings

On the basis of the research results we can divide mid-level executives of Internal Affairs Agencies into groups with high and low level of statuses in collective in reference to the marks "axiological reference to law" and "practice in the application of law principles". The executives who got negative marks in terms of "axiological reference to law" have the same level of marks in terms of "practice in the application of law principles". These two categories of marks (axiological reference and practice in the application) don't have quantitative and qualitative differences in terms of the executives ingressed.

Thus, having used the practice of expert evaluation, implemented on the basis of the "Monitoring" program, we defined two groups of executives, who are willing and unwilling to violate legal and moral rules of legal behavior. The results of processing the values with the help of cluster analysis were introduced in the form of two struc-

tures (trees) of classification, relevant to the first and second groups of executives. We gave informative interpretation to the obtained hierarchical structures.



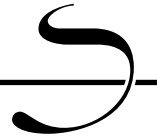
Pic. 1. The results of clusterization of employees of the first group

In the first group of employees who **are loath to illegal behavior** (picture 1) the concept of **“work efficiency”** has notional association with the concept of **“sincerity in expressing one’s views and opinions”**. This fact proves the importance of openness and confidence in the process of official activities. The efficiency of management activity undoubtedly depends on sincere attitude towards one’s duties, the openness to the subordinates, clearness, absence of “double standards” in assigning the tasks to the subordinates.

The concept of **well-being** has notional association with the concept of **“consideration for employees’ interests”** and is similar in sense to the concept of **“work efficiency”**. It proves that in terms of their connotative (emotionally associative) meaning the notions of well-being and efficiency of management activity are in the same semantic field, they’re connected and they complement each other.

The concepts **“work efficiency”**, **“consideration for employees’ interests”**, **“sincerity in expressing one’s views and opinions”** and **“well-being”** in the participants’ consciousness bear semantic adjacency with such positive notions as **“exigence towards employees”** and **“duty performance”**.

The concept of **well-being** doesn’t show notional associations as it demonstrates low level of similarity with concepts of **“innovation”**, **“cautiousness and deliberateness in making decisions”**, **“career development”**, **“irreconcilability towards substandard work”**, and **“ability to focus on maintenance of moral values”**.

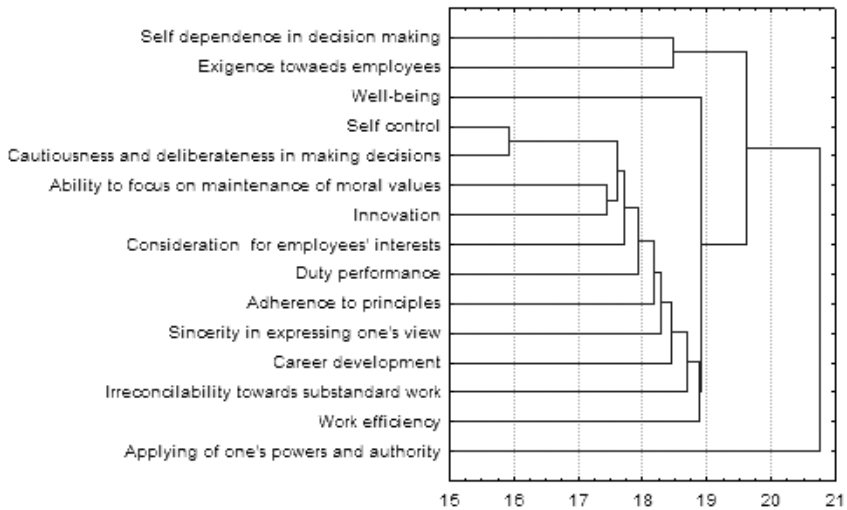


In this group of executives, all the concepts are gradually uniting in one common semantic field that has emotional-semantic spectrum of relationships. This emotional component is proved by a lower level of values similarity, where the concepts directly included in the working sphere of the participants, are united.

Thus we can conclude that the executives of this group acknowledge the present values in their own value system and follow them in everyday work.

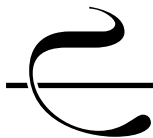
According to picture 2 that shows the marks of value orientations of the executive inclined to committing crimes we can see the unification of the concepts of **“self control”** and **“cautiousness and deliberateness in making decisions”** in one common semantic field in the participants’ consciousness. The notional unification of these values may show the high level of controlling one’s behavior and emotional responses, apprehension and accuracy of each managerial action.

The concepts of **“ability to focus on maintenance of moral values”** and **“innovation”** also showed high level adjacency.



Pic. 2. The results of clusterization of employees of the second group

The semantic adjacency of these values can be explained by the fact that in Internal Affairs Agencies the issues of employees’ morality has been given much attention so far. That issues is quite original for most of executives and it couldn’t be found in their value systems. Values by their nature are undoubtedly quite stable out-of-situational formations. Day-to-day realities make most executives look for new ways and means in achieving the targeted results, adjust to the situation taking into account their social status, which can’t provoke a quick change of value orientations.



For the participants of this group the concept of **“well-being”** isn't included in the same notional area with the concepts of **“work efficiency”**, **“irreconcilability towards standard work”**, **“exigence towards employees”** and also **“career development”** and **“sincerity in expressing one's views and opinions”**. Public responding to the questions of financial nature even using the procedure of indirect scaling the objects by means of colour preference produces the natural protective response as well as the reaction to the question about the efficiency of managerial activity. This can prove that the mentioned values, though being declared as paramount are not among the main positive personal values.

This category of executives, declaring top examples of low-abiding behavior, focusing others on moral criteria in professional activity don't adhere to these value orientation to the full extent. Thus, they demonstrate flexibility in their actions, declare socially-desirable values, proper behavior samples, adjusting to the situation in the optimum way that indicate the presence of “double standards”.

Therefore the peculiarities in structures of value orientations of the studied groups give evidence of different patterns in notional constructs of the employees, who are willing and unwilling to commit crimes. The executives of the first group showed the same semantic field in value system of the concepts of “work efficiency” and “well-being”, whereas the executives of the second group have these notions in different semantic areas, entertaining the possibility of illegal behavior regarding their official duties, focusing on financial benefit.

We can presuppose that the structure of value system in the second group forms psychological mechanism of possible illegal behavior among executives, that allows them to seek new opportunities to reach their aims and simultaneously make deliberate and cautious decisions, declare high-level examples of legal behavior and adhere to flexible, unstable system of “double standards”. This category of executives is notable for rationality in situation analysis, precision in taking thoroughly deliberate decisions; variability in behavior depending on the current situation and self interest.

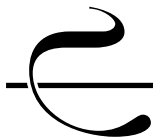
Consequently, the results of clusterization of experimental findings in two groups of executives revealed qualitative differences in notional relationships between the concepts. The first group is characterized by unambiguity of understanding and accepting legal standards in their own system of values; legal standards and personal values form a common semantic field, where personal activity is carried out within the limits established by law. The second group is characterized by more differentiated attitude towards observance of standards, complex emotional-semantic attitude towards legal standards, where the importance of financial factor and opportunities provided by social status become priority.

This methodological approach can be used both for analyzing personal value system of the executives and defining the main direction of values of a particular collective, prompting to distinguish risk groups and open up new opportunities of early prediction and efficient prevention of illegal behavior among the employees of Internal Affairs Agencies.



References

1. *Artemieva E.Y.* Basic Psychology subjective semantics. M.: Smisl, 1999. Questions psychology of extreme situations, № 4, 2012. P. 43.
2. *Garnet N.L.* Legal awareness and legal culture. General Theory of State and Law.– M.: 2001. P. 243.
3. *Kaspiarovich Y.G.* Personality traits of a police officer who commits a crime of corruption // Psychopedagogica in law enforcement. OmA Russian Ministry of Internal Affairs, 2013, № 1 (52), p.52–55.
4. *Kuznetsova O.V.* Influence of gender on the socio-psychological climate official teams of the Interior // Psychopedagogica in law enforcement. OmA Russian Ministry of Internal Affairs, 2013, № 1 (52). P. 87–88.
5. *Leontiev D.A.* Psychology sense: the nature, structure and dynamics sense of reality.– M.: Smisl, 2007., P. 144.
6. *Petrenko V.F.* Basics psychosemantics.- M.: Ecsmo, 2010. P. 132. Certificate of state registration of computer programs № 2013613249.
7. *Stolyarenko A.M.* Applied legal psychology. Uniti-Danta, 2008. P. 152.
8. Test value orientations (M. Rokeach). Psychological tests./Ed. A.A. Karelin.T. 1.M., 2000. P. 25–29.
9. *Etkind A.M.* Color test relations // General psychodiagnosis / Ed. AA Bodaleva, VV Stolina. M.: Publisher Mosk.un-ta, 1987. P. 221–227.
10. *Kluckhohn C.* Values and Value Orientations in the Theory of Action//Toward a General Theory of Action/T.Parsons, E.Shils (Eds.). Cambridge: Harvard UP, 1951. P. 388–433.
11. *Brizhak Z. I.* Psikhologicheskoe soprovozhdenie sluzhebnoi deiatel'nosti kak osnova professional'nogo stanovleniia sledovatel'ia [Psychological support of service activity as a basis of the investigator's professional formation]. *Rossiiskii psikhologicheskii zhurnal – Russian Psychological Journal*, 2011, V. 8, no. 3, pp. 21–29.
12. *Vasilyeva O. S., Kalachinskaya O. A.* Osobennosti sotsial'noi ustoichivosti voennosluzhashchikh v usloviakh povyshennoi boevoi gotovnosti [Features of social stability of military personnel in conditions of red alert]. *Rossiiskii psikhologicheskii zhurnal – Russian Psychological Journal*, 2012, V. 9, no. 3, pp. 49–55.
13. *Shkurko T. A., Goldin O. S.* Lichnostnye i sotsial'no-psikhologicheskie faktory boegotovnosti voinskikh podrazdelenii – uchastnikov kontrterroristicheskikh operatsii [Personal and social-psychological factors of combat readiness of army units – participants of counter-terrorist operations]. *Rossiiskii psikhologicheskii zhurnal – Russian Psychological Journal*, 2010, V. 7, no. 5, pp. 134–139.

**Dzhaneryan S. T., Panina E. A.****The Cognitive Component of the Competitive Strategy of Waiters**

The article deals with the results of the study of a cognitive component of the competitive strategy of waiters. 120 Rostov-on-Don waiters were the object of the research. The authors introduce empirically distinguished types of the competitive strategies of waiters (adaptive-selfish, "professional-career plateau", innovative, situational), and also the main purposes of the competition of waiters (quality of activity, reliability of activity, salary, tip, leadership, a better place of employment, and demonstration of an individual style of activity). The multi-component structure of the competitive strategy is considered. The content of the operational component of the competitive strategy of waiters is defined. The influence of certain dimensions of the Self-Concept (Real Self, Ideal Self, Reflected Self) of waiters, men and women, on the content of the cognitive component of every types of their competitive strategy is empirically proved.

Keywords: competitive strategy, waiters, cognitive component, dimensions of Self-Concept.

The specific weight of the catering sector as a sphere of employment becomes more and more of a priority. Business-analysts treat the restaurant sphere as one of the most gainful for investments. Over the last 5 years, the number of café and fast-food restaurants has especially increased, which has generated the need for new personnel for working with guests. Modern restaurants of a classical style of service realize new forms of self-presentation which are reflected not only in the name (gastropubs, dinner rooms, coffee houses, etc.), but also in a unique concept. Respectively, the competition between restaurants of the same segment has increased. The waiter is a "face" of the restaurant and, therefore, a subject of the competitive strategy of the restaurant and a subject of own competitive strategy which is developed in relation to the socio-professional community.

Studying the professional activity of waiters was boiled down to the consideration of their psychological features [2], interrelation of burning out and passion for activity [6], professional selection in the sphere of service [10], criteria of the efficiency of a "person-person" profession [3, 12]. However, psychological features of the waiter as a bearer of own competitive strategy have never been a subject of the psychological analysis before.

Researches of the competitive strategy (of the enterprise, firm, restaurant, goods and so forth) were generally carried out in economic science by foreign [1, 7, 12, etc.] and native authors [8, 9, 15, etc.]. The results of our analysis of these researches have enabled us to define the competitive strategy of the person in his/her professional activity, to establish the structure of the strategy, to designate its types [5].

We treat the "competitive strategy" (CS) of the person in professional activity as a process and result of his/her motivated, purposeful activity providing advantages in his/her professional activity on the basis of the person's ideas of self, subject and



activity requirements. As it was shown [5], the purposes of waiters' competition are directed on achievement of the reliability of activity, material benefits (salary, gratuity), leadership establishment, demonstration of an individual style of activity (service of guests) and searching better place of employment. In our previous study [5] of the dominating purpose of competition we have established types of the competitive strategy of waiters: adaptive-selfish(demonstration of an individual style of service), "professional-career plateau" (material benefits), innovative (leadership) and situational (leadership and searching a new place of employment).The adaptive-selfish strategy assumes that the subject of competition fulfills the minimum requirements of activity, showing the individual style of service "without effort". Subjects of competition with the "professional-career plateau" strategy are focused on the maintenance of the already existing material level by serving regular guests.By means of the innovative strategy subjects of the competition realize the most effective ways of service for strengthening leadership. The situational strategy is inherent in those subjects of competition who use any CS depending on a situation, mainly aiming at the achievement of leadership along with searching better place of employment [5].

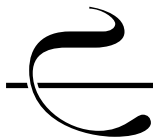
The CS has a complex structure. It includes motivational-goal, cognitive and operational components.

The motivational-goal component causing the sense of competition and ways of its realization by the subject is reflected in the content of purposes of competition entailing a corresponding motive: demonstration of an individual style of serving guests, salary, superiority in interpersonal relations, gratuity, searching a new place of employment, responsibility and reliability in performance of own duties. Features of the CS types of waiters and also the content of the motivational-goal component of each of the types are dealt with in more detail in our previous study [5].

The CS operational component includes both purposeful actions and readiness to them, which are necessary for achievement of goals of competition in activity.

The CS cognitive component includes ideas of self as of a waiter, the specifics of the object of activity (the restaurant guest) and of features of the socio-professional community (the head, colleagues). The cognitive component plays an important role in creation of the strategy, providing the subject with necessary information about his/her own possibilities, features of competitors and guests.

It is obvious that estimates and the subject's ideas of the head, colleagues, the guest, self in professional activity, on the one hand, are connected with the competition purposes, and, on the other hand, are influenced by the self-concept of the person which generalizes the person's knowledge of self in various situations of activity and communication and which is a peculiar filter for perception and interpretation of any information, and also a regulator of interaction with the professional community in the professional activity. By relying on the data on the conditionality of the content of the self-concept of subjects by their professional-career belonging and sex



[4, 13], the specified communications should be studied taking into account sexual differentiation of subjects.

In the context of our research the most important measurements of the self-concept of the subject, which influence his/her estimates and ideas of professional community, are measurements of real self, ideal self, reflected self. These measurements, functionally differing by criteria of reality and a source of existence of the content reflected in the self-concept, include all the knowledge of the subject of self at the present time (real self), of desirable but missing at the present moment traits (ideal self), and also ideas of the subject concerning perception and estimates of his/her own characteristics by other people (reflected self). At the same time the content of the cognitive component of the competitive strategy as well as the influence of features of the self-concept on it is insufficiently studied. It is a precondition for their inclusion in independent psychological studying in relation to waiters – representatives of the service sphere.

The research purpose is ascertainment of the content of the cognitive component of each of the types of the competitive strategy of male and female waiters. 120 waiters (83 women, 37 men) working at restaurants, cafe, bars and clubs of Rostov-on-Don were **the research object**. **Research methods** were the following: testing (techniques: "Diagnostics of Interpersonal Relations" by T. Leary, "Who am I?" by M. Kuhn), methods of nonparametric statistics (Friedman and Wilcoxon's criteria, Spearman's correlation coefficient (r)), multiple linear regression analysis (R^2). When studying the content of measurements of the self-concept (real self, ideal self, reflected self) and in result of the content analysis of self-descriptions (M. Kuhn's technique "Who am I?") according to the specificity of these measurements we have calculated the relative frequency of occurrence of the categories reflecting expressional (steady characterologic traits and mental states), intentional (intentions, purposes, plans, dreams, etc.), tool (knowledge, abilities, skills, competences), and status (role positions and status) traits of the subject which he/she correlates with the social environment, vital circumstances, professional sphere [4].

Let's note that irrespective of the CS type waiters generally estimate guests as friendly, colleagues as selfish, the head as authoritarian, and self as a friendly waiter, which reflects stereotypic attitudes of waiters, in our opinion. Therefore for each of the CS types and depending on sex of waiters we have preliminarily revealed those their estimates of the professional environment and self which were mostly interconnected with the purpose of the corresponding CS.

The analysis of the influence of certain measurements of the self-concept on one or another content of the CS cognitive component of waiters was carried out on the basis of results of the regression analysis where a dependent variable was one or another estimation by a waiter of the expressiveness of personal traits (according to T. Leary's test) of the head, the colleague, of self as a waiter. Personal traits of the respondent reflected in one or another measurement of self-concept were independent vari-



ables. If there was no significant regression, the interrelation between the specified variables was defined on the basis of the correlation analysis.

Let's consider the content of the CS cognitive component in connection with waiters' sex and the CS type realized by them.

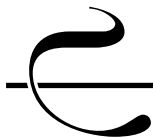
The adaptive-selfish CS. Women's estimates of the main purpose of the CS (demonstration of an individual style of service) are positively connected with estimates of their head as authoritarian. Estimates of the last are mainly influenced by women's understanding of own tool lines in real self ($R^2=0,68$, $p<0,00014$). In other words, women who highly realize existence of their own knowledge, skills, start up the competition for the purpose of demonstration of an individual style of service in relation to the head estimated as authoritative by them.

Unlike women, the leading purpose of the CS of men is not only demonstration of an individual style of activity, but also the reliability of activity. The first purpose is realized by men on condition of estimates of colleagues as altruistic. Estimates of the last are caused by men's high consciousness of their own expressional traits in their real self ($R^2=0,59$, $p<0,002$). The second purpose of the CS – reliability of activity – is realized by the men estimating themselves as selfish, independent, but thus poorly realizing own status in real self ($R^2=0,59$, $p<0,002$). As a result, men who mainly realize own steady characterologic traits start up the CS for the purpose of demonstration of an individual style of activity in relation to altruistic colleagues. The men poorly realizing their own status and estimating themselves as selfish, independent and competing, carry out the CS presenting the reliability of own activity.

Thus, waiters, realizing in this type of the CS the similar purpose of competition (demonstration of an individual style of service), show it in relation to the professional environment, but women – to the authoritative head, and men – to altruistic colleagues. Personal determinants of estimates of the professional environment are different among women and men: women are characterized by a high consciousness of their own knowledge, abilities, skills (real self), men are characterized by a high consciousness of their own steady characterologic traits (real self).

The "professional and career plateau" CS. The leading purposes of competition among women are material benefits and leadership. Estimates of the main purpose of competition (material benefits) are positively connected with women's estimates of colleagues as nonaggressive. By the results of the regression analysis it is established that these estimates are mainly influenced by intensional traits in reflected self ($R^2=0,77$, $p<0,006$).

As the competition purpose leadership is shown when women estimate the head as authoritative. The influence of certain measurements of the self-concept on estimates of the head is not established. Women of this strategy start up the CS with the purpose of becoming a leader, estimating colleagues as not competing and not rivaling and allowing women to realize their aspirations. Another purpose (to take up a leading position) is started up by women in relation to the head estimated by them as authoritative.

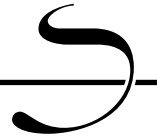


Men's estimates of the main purpose of the CS(material benefits) are positively connected with estimates of colleagues as altruistic. By results of the regression analysis it is established that these estimates are influenced by men's understanding of their own life circumstances in their real self ($R^2=0,76$, $p<0,01$). A men perfectly recognizing own life circumstances and highly appreciate readiness of colleagues to mutual aid, realize the CS for the purpose of maintenance of own material wellbeing.

Thus, both men and women of this CS having the similar purpose of competition (material benefits) show it in relation to colleagues whom women estimate as nonaggressive, and men, as altruistic. Leading personal determinants of these estimates are different among women and men: women are characterized by consciousness of the fact that colleagues know about their aspirations; men are characterized by recognition of own life circumstances.

The innovative CS. Women's estimates of the main purposes of the CS (leadership and gratuity) are positively connected with estimates of self as a suspicious and authoritative waitress. From the results of the regression analysis it follows that women's poor consciousness of value moments of future life in their ideal self ($R^2=0,65$, $p<0,004$) influences estimates of self as suspicious, connected with the leadership purpose of the CS. Estimates of self as authoritative, which are connected with such a purpose of the CS as gratuity are influenced by the expressed consciousness of women of the desirable social status in their ideal self ($R^2=0,78$, $p<0,05$). Women start up competition for leader positions, estimating themselves as mistrustful and inclined to criticism, poorly realizing value bases of own future life. At the same time they realize their "right" of receiving gratuity, highly appreciating own persistence and highly realizing the desirable social status. Thus, in this type of the strategy, when women are focused on leadership, there is a paradoxical result: the purpose of competition is connected not with estimates of colleagues, but with the person's appraisal of own professional traits which are intentionally revealed as an excessive suspiciousness in professional activity. In our opinion, the established interrelation reflects the critical attitude of the personality towards self as to an expert, a certain advancing of the professional by personality in the subject, having a weak relation to the future desirable life circumstances.

Men's leading purposes of the CS are demonstration of an individual style of activity, material benefits and leadership. The first purpose of competition is connected with the appraisal of self as a rebellious waiter, and the second and the third, with estimates of colleagues as unfriendly ones. From the results of the regression analysis it follows that estimates of self as rebellious are influenced by a high men's recognition of their social status in real self ($R^2=0,62$, $p<0,002$). Estimates of colleagues as unfriendly are influenced by men's low consciousness of the importance of surrounding people in their real self ($R^2=0,67$, $p<0,05$). In other words, men show an individual style of service, estimating themselves free and independent, highly realizing own real social status. The men realizing the CS for the sake of keeping leader positions



and strengthening material wellbeing, estimating unfriendliness and unavailability of colleagues to cooperation, ignore the importance of the social environment.

Thus, having the purpose of competition similar to women (leadership), unlike women men realize it in relation to unfriendly colleagues while women critically treat their professional traits.

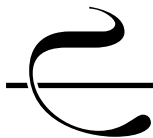
The situational CS. This strategy is characteristic for women. Women's leading purposes of competition (leadership and search of a new place of employment) positively correlate to the estimates of the head as friendly and with appraisal of self as an aggressive waitress. By the results of the regression analysis it is established that estimates of self as aggressive are influenced by women's high consciousness of the future work in their ideal self ($R^2=0,73$, $p<0,0009$). In other words, women start up competition with a view to keep leadership if they "think" the head is friendly. The women realizing the CS of this type are focused on searching a new place of employment, and highly realizing features of a future desirable place of employment, estimate themselves as aggressive. It is obvious that this type of CS may negatively affect an object of waiters' professional activity, i.e. the efficiency of serving guests of restaurant that heads of restaurant business should take into account.

On the whole waiters' sex influences the content of the cognitive component of each of the types of the competitive strategy. Irrespective of the type of the strategy male waiters realize one or another purpose of competition in relation to colleagues. In turn men's "perception" of colleagues is influenced by features of such measurement of their self-concept as real self. Unlike men, women realize one or another purpose of competition (depending on the strategy type) considering psychological features of self as an expert, colleagues, and the head. Personal determinants of waitress' specific "vision" of the specified subjects are various measurements of the self-concept, including ideal self, reflected self, real self.

Conclusions. We have established the content of the cognitive component of the competitive strategy of waiters in connection with its type. Sexual differentiation of waiters causes the nature of influence of certain measurements of their self-concept on their appraisal of professional community (colleagues and the head) in relation to which they start up one or another competitive strategy type.

References

1. *Ansoff I.* Novaia korporativnaia strategiiia [A new corporate strategy]. St. Petersburg, 1999. 416 p.
2. *Dimova V. N.* Lichnostnye determinanty i organizatsionnye faktory razvitiia psikhicheskogo vygoraniia lichnosti v professiiakh "sub"ekt-ob"ektnogo" tipa. Diss. cand. psikh. nauk [Personal determinants and organizational factors of the development of mental burnout of personality in professions of a "subject-object" type. Cand. psych. sci. diss]. Yaroslavl, 2010.



3. *Gevorkyan G. G.* Psikhologicheskie determinanty professional'noi uspešnosti spetsialistov restorannoï sfery. Diss. cand. psikh. nauk [Psychological determinants of professional success of experts of the restaurant sphere. Cand. psych. sci. diss]. Rostov-on-Don, 2007.
4. *Dzhaneryan S. T.* Professional'naia la-kontseptsii: sistemnyi analiz [Professional self-concept: system analysis]. Rostov-on-Don, Rostov State University Publ., 2004. 480 p.
5. *Dzhaneryan S. T., Panina E. A.* Tsenostno-motivatsionnye osnovaniia tipov konkurentnykh strategii ofitsiantov [Value-motivational bases of types of waiters' competitive strategy]. Izvestiia vuzov: severo-kavkazskii region. Serii: obshchestvennye nauki, IuFU – Proceedings of Institutes of Higher Education: North Caucasus Region. Series: social sciences, Southern Federal University, Rostov-on-Don, no. 5, 2013, pp. 97–103.
6. *Polunina O. V.* Vzaimosviaz' uvlechenosti rabotoi i professional'nogo vygoraniia: na primere predstavitelei sfery obsluzhivaniia. Diss. cand. psikh. nauk [Interconnection of absorption in work and professional burnout: on the example of representatives of the services sector. Cand. psych. sci. diss]. Moscow, 2009.
7. *Porter M.* Konkurentnaia strategii [Competitive strategy]. Moscow, 2007. 454 p.
8. *Rubin Yu. B.* Strategii konkurentnogo povedeniia sub"ektov predprinimatel'stva: poisk ratsional'nogo vybora [Strategies of competitive behavior of enterprise subjects: searching a rational choice]. Obshchestvo i ekonomika – Society and Economics, 2005, no. 2.
9. *Fatkhutdinov P. A.* Konkurentosposobnost': ekonomika, strategii, upravlenie [Competitiveness: economics, strategy, management]. Moscow, 2000. 312 p.
10. *Fonarev A. R.* Professional'nyi psikhologicheskii otbor personala dlia raboty v sfere servisa. Diss. cand. psikh. nauk [Professional psychological selection of the personnel for work in the service sphere. Cand. psych. sci. diss]. Tver, 1995. 253 p.
11. *Israeli A. A., Barclan R.* Developing a framework for rewards in combined productions/ service businesses: the case in Gratuity typing in restaurant industry // International Journal of Service Industry Management, Vol. 15, № 5, 2004. p. 444.
12. Mary Harris Waiters, customers and service: some Gratuitys about Gratuity typing // Journal of applied Social Psychology, Vol. 25, № 8, 1995, pp. 725–744.
13. *Dzhaneryan S. T.* Struktura tipov professional'nykh la-kontseptsii [The structure of types of professional self-conceptions]. Rossiiskii psikhologicheskii zhurnal – Russian Psychological Journal, 2005, V. 2, no. 3, pp. 78–92.
14. *Sidorenkov A. V., Koval E. S.* Sotsial'no-psikhologicheskaia adaptatsiia rabotnikov i effektivnost' malykh grupp [Social-psychological adaptation of workers and the efficiency of small groups]. Rossiiskii psikhologicheskii zhurnal – Russian Psychological Journal, 2013, V. 10, no. 3, pp. 29–36.
15. *Terekhin V. A., Evetskaya S. V.* Issledovanie kommunikativnoi kompetentnosti spetsialista sfery sotsial'no-kul'turnogo servisa [Research of communicative competence of the expert in the socio-cultural service sphere]. Rossiiskii psikhologicheskii zhurnal – Russian Psychological Journal, 2011, V. 8, no. 5, pp. 57–63.



Maslova Yu. A.

The Model of Psychological Support of Inclusive
Training of Hearing-Impaired Children

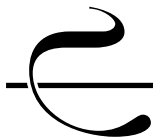
In the article the author brings forward a model of psychological support of inclusive training of deaf schoolchildren which covers all the subjects of the educational process and their interaction. The author considers ways of organizing a communication of hearing-impaired children, on the one hand, and teachers and normally hearing coevals, on the other hand. Solutions of typical problems of inclusive education of deaf schoolchildren are described.

Keywords: inclusion, psychological support, organizing a communication, deaf schoolchildren.

At the present time, the development of education is focused on inclusion of all the children, including children with limited health abilities, in the educational process. A unified conception of the special federal state standard for children with limited health abilities (LHA) presupposes various ways of education, including the possibility to cope with a qualification level during the same calendar period in comparison with healthy contemporaries, through a mass school training on condition of systematic special psychological-pedagogical support [4].

The analysis of practical experience makes it possible to conclude that in comparison with a specialized boarding school children with limited health abilities have much higher educational results, even on condition of a child's adaptation to school conditions, instead of adjustment of educational conditions to needs of a "special" child.

Psychological-pedagogical support of a child with LHA may be treated as a system of various experts' professional activity directed on creation of social-psychological conditions for a child's successful training and development in the educational space [8, 15]. The main problems of psychological support of a child with LHA in school are adaptation and maintenance of social and cognitive activity. For their solution it is necessary to ensure ways of overcoming of the main difficulties of inclusion: the necessity of adjustment of educational conditions, parents' ignorance of ways of adaptation and development of a "special" child, insufficiency of the psychological-pedagogical-medical-social (PPMS) support, difficulties of contacts with contemporaries, teachers' un-



willingness to work with a child with LHA. Thus the teacher's unwillingness is a central difficulty. Teachers' state of stress in a situation of uncertainty and great responsibility for training of a child with LHA interferes with search of effective ways of work with this group of pupils. In communication it is shown through doubts about cognitive abilities of deaf pupils, discontent, indirect aggression towards him/her.

Working with teachers is a key part in the offered model of psychological support of inclusive training of deaf schoolchildren. It determines deaf pupil's adaptation in a mass school concerning success or unsuccess of training, communication and relationship with schoolmates, and psychological comfort. It presupposes two main areas: education in the field of ways of interaction and training of a hearing-impaired child and emotional support [5].

Brief instructions on organizing a deaf child's training in a comprehensive school and basic principles of communication with him/her are very effective ways of support. The first recommendations solve the problems of education and emotional support simultaneously; therefore the content of recommendations should be concrete, solving the most critical issues by least efforts, if possible. On the other hand, recommendations should correspond with a child's speech abilities. The revelation of speech abilities may be successfully at the first conversation of a psychologist with a deaf pupil entering a comprehensive school. It is necessary to define, whether a child can perceive oral speech without considerable efforts or he/she generally communicates by writing. When counseling a psychologist should follow the general principles of communication the deaf, which facilitate his/her aural-visual perception of speech (lip-reading). These principles include the following: ensuring good observation of a speaker's face, use of written language when having a problem, brevity of formulations.

It is also necessary to find out what teachers fear in pedagogical activity. The choice of the most relevant recommendations is carried out depending on the oral speech accessibility for a deaf new pupil and the content of the most significant problems of teachers. It is convenient to prepare the list in print for each teacher working in a class with deaf pupils.

Recommendations on workspace arrangement:

- a hearing-impaired child's place should be near the teacher; it would be better if a hearing ear is turned towards him/her (it is necessary to specify an ear);
 - a child must see the teacher's face (for aural-visual perception of speech);
 - to permit to turn to other schoolmates in a class conversation, other pupils' answers (for participation in a polylogue).
- Recommendations on organizing communication:
- to explain a material setting his/her face towards a deaf pupil;
 - to put on bright lipstick before a lesson;
 - to repeat the main information two-three times during a lesson or between lessons by the same words if possible;



- to draw attention of a deaf pupil by touching;
- to get acquainted with a pupil a few days earlier, before the first lesson, to talk to him/her to make it possible to get used to his/her own articulation;
- when misunderstanding the orally said, to write it down.

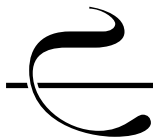
Examples of recommendations on organizing the instructional work:

- to use technical means of training (they are convenient in training of the deaf due to visualization and written language);
- to permit to look in a hearing neighbor's exercise book at organizational moments of a lesson;
- performance of a task to check a deaf pupil has understood the task, the instruction (for example, to ask, "What are you going to do? How will you do it?");
- to offer several options for finding an answer;
- when having difficulty in perception of oral speech, to write it down, use technical means of communication (presentation, video, subtitles);
- for understanding the text to stage it or to draw illustrations together with a pupil;
- it is useful to study each new theme of a lesson beforehand (therefore it is possible and necessary to tell the pupil what they will discuss at the following lesson);
- at music lessons a pupil may perceive works touching the instrument or speakers by the back of fingers, to trace own choral singing by touching the resonators (the breast – low sounds; the forehead, the crown – high-pitched sounds), throat.

Recommendations on health-saving:

- to advise a pupil to switch off hearing aids at recess, to sit blindfolded, especially, if the pupil was tired;
- to remind the pupil of turning on hearing aids before a lesson; to inform the pupil if the device emits a squeaking noise;
- to warn the pupil in advance that the teacher will call him to the blackboard, thus the oral form of the answer is obligatory; the answer may either individual or in the presence of schoolmates;
- to prevent overstrain [5].

Existence of concrete, available instructions leads to decrease in emotional tension and possibility to use the released resources for teacher's mastering of didactic methods for the development of speech, thinking and vocabulary expansion of a deaf pupil. A deaf pupil's academic progress is reached by active use of real objects or their images (models, mockups, toys, pictures, images); demonstration of slides, educational films (with subtitles if possible); demonstration of actions, creation of visual situations; offering several options for an answer in the difficult situation of choice; checking understanding of instructions; adapt texts for stage. For a purposeful vocabulary expansion of deaf pupils teachers may use the following methods: selection of synonyms, antonyms, homonyms; rephrasing, transmission of the meaning of a word, phrase with other, lexical-grammatical means which are accessible to children; selec-



tion of definitions; morphological analysis of the word structure (snowfall means that snow falls); explanation of a gender term through selection of specific terms; negative definitions (disorder is an absence of order); tautological interpretation (leather boots are boots which are sewn of leather); help of a context which enables children to guess a word meaning by themselves [9]. Methods of organizing the pupil's cognitive activity, effective memorization, logical analysis of the text, work with diagram, schemes and tables; they are the same, as in work with normally hearing pupils [1, 2, 3].

The second element of the model is parents' participation in the educational process. It should not be reduced to motivating appeals, but it should contain clear recommendations, instructions, which improve parents' competence in rehabilitation of a child with LHA. The psychologist's work with parents of a deaf pupil of a comprehensive school is carried out in the following basic directions: organizing interaction with teachers both in and out of school, parents' participation in the educational process, informing and support in a child's education and rehabilitation.

When counselling the teacher-psychologist motivates parents of a deaf pupil to establish contact and cooperate with teachers, recommends optimum ways of communication taking into account an individual style and personal features of teachers, explains parents' place and measure of participation in lesson preparation. The psychologist can mediate participants of the educational process, help to arrange communication with the teacher, make it possible to ask him/her for help when they are having difficulties (in this case it is necessary to consider that continuous distraction of the teacher may disturb healthy schoolmates).

Lack of information concerning ways of rehabilitation of a child with LHA is a widespread problem. Thus, parents of a hearing-impaired child are not always adequately informed about possibilities of the impaired hearing recovery and the development of a child's speech. The psychologist can inform them about regularities of formation of oral speech of a child with impaired hearing and concrete methods of his/her development in a family (constantly to organize dialogue, verbalize their own actions), about possibility to improve residual hearing by regular trainings, about fast hearing impairment in the absence of stimulation of the auditory analyzer (for example if there is no hearing aid or it needs repairing), about the necessity of continuous practice and pronunciation control. The psychologist can also initiate parents' appeal to a PPMS-center for the purpose of organizing studies for development of aural perception and articulatory aspect of speech.

Quite often parents' requirements concern the choice of an optimum volume and content of duties of a child with LHA. The experience of hearing impaired children training shows that if there are no orthopedic injuries, in everyday life a deaf child can and must be independent just as healthy contemporaries do, or it is a little bit less (taking into account speech competences and features of fine motor skills). The compensation attitude which impedes success is formed differently.



Parents' uncertainty concerning their children's mastering of academic competences is overcome if to give examples of a successful inclusion of the deaf, to make clear recommendations on overcoming difficulties of learning certain subjects, on communication with a supervising teacher and teachers taking into account their personal features. If parents are concerned with the child's uncertainty in success of training in a comprehensive school, it is necessary to help them to master techniques of active listening, to initiate approval and support of a child.

The third part of psychological support of a deaf pupil in a comprehensive school is work with healthy contemporaries. The main goals are forming attitudes towards communication (indirect ways), organizing communication with the deaf and forming pupils' acceptance, positive attitude towards him/her.

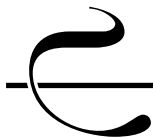
As well as teachers pupils need adequate ways of communication with a deaf schoolmate. Acquaintance with rules of communication with a hearing-impaired pupil should precede the pupil's introduction. General principles of communication for children are the following:

- set your face towards the deaf pupil;
- speak slowly;
- do not shout, it is better to draw near;
- do not call him/her from far away, it is better to touch;
- repeat or write down if he/she hasn't understood you;
- ask to repeat or write if you haven't understand;
- repeat briefly what you have understood from the speech of a deaf interlocutor.

Pupils of primary school and younger teenagers need an explanation why one of pupils differs from the others. It is necessary to talk about health limitations of the pupil in level tones, briefly, as though it goes without saying. The analogy with weak sight and the necessity to wear glasses is effective. Further the accent is transferred to the pupil's with LHA likeness to healthy contemporaries.

Participation of contemporaries as assistants in training adaptation of a deaf child at comprehensive school is of great importance. Together with a supervising teacher it is necessary to choose a partner (to share the same desk) for a child with impaired hearing. Important traits of the first partner are the following: kindness, responsiveness, composure, attentiveness, responsibility, good results in the main subjects, rather clear diction and the correct speech. The status of the partner should be prestigious in the class from the very beginning. Changing partners is possible afterwards [9].

Direct and indirect information about the positive traits significant for this age and class and inclusion of a hearing-impaired child in joint out-of-school activities together with healthy children are also effective for ensuring acceptance of a deaf pupil in the environment of healthy schoolmates [7, 9].



Working with a pupil with LHA is the fourth element of the model of support. It includes motivation towards social and cognitive activity, psychological support and help in concrete problem situations.

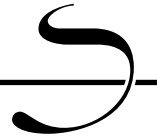
Observance of the following principles brings good results when the teacher-psychologist works with a deaf pupil. It is necessary to use the most nonverbal psychodiagnostic techniques, to show tasks and instructions in writing, to offer a preliminary task, similar to the basic one, for mastering a way of implementation, to minimize influence of the diagnosing because of higher suggestibility of hearing-impaired children [6]. In correctional-developing work and consulting it is necessary to consider features of a deaf child: less stable nervous system, increased fatigability in comparison with healthy contemporaries, slower memorization, narrowed social experience, a certain delay in personality development [1]. When communicating it is necessary to use visual material relying on written language if having a problem. Work with a lexical meaning of words and expressions is possible if to disclose these meanings in phrases and contexts. It is necessary to give preference to art-therapeutic methods, drawing, journalization, playing situations in choosing means of development and correction [1, 7]. For health-saving it is recommended to train a deaf pupil in a muscular relaxation, rational resource allocation (time-management) and dosage of a sensory load.

Important components of psychological-pedagogical support of a hearing-impaired child are training in behavior of the interlocutor (obligations of etiquette, argot, look direction, appropriateness of nods, etc.) and training in socio-perceptual skills [7].

The correction of a hearing-impaired child's self-relation, relation to own abilities in conditions of inclusive training can be organized similar to work with shyness, low self-esteem of healthy children. Applied art, practical skills, sports, dance, pantomime, fine arts, including caricature, sometimes – exact sciences, literary creativity are areas where the deaf usually succeed and which may be offered as a basis for creation of success situations. It is also possible to emphasize the child's inclusive training is an achievement ("You have already done a lot, you study in an ordinary school!").

Worries connected with understanding of limitations of abilities on hearing can be softened by the following measures: information gathering and searching in the field of well-known and successful hearing-impaired people, informing about possibility to improve hearing by trainings or operations. In the last case it is useful to think over a strategy of gaining the desirable, including health care, training of residual hearing, achievement of welfare necessary for carrying out cochlear implantation.

When discussing professional plans of hearing-impaired pupils it is necessary to consider both limitations of health abilities and higher speech and social competence in comparison with hearing contemporaries training out of inclusion. Now possibilities of education and employment the deaf have extended, therefore even imperfect and awkward professional plans of a hearing-impaired teenager should not be rejected at once. It is necessary to consider and think over the steps directed

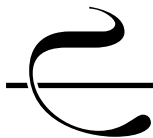


on implementation of a professional plan, to estimate required effort and to place time boundaries.

The described model of psychological-pedagogical support of inclusive education of hearing-impaired schoolchildren is realized in 2011–2013 in lyceum No.13 of Proletarsky district of Rostov-on-Don. The result of its implementation consisted in decrease in teachers' anxiety connected with the necessity of training hearing-impaired children, successful adaptation of pupils with LHA to inclusive training, high enough social status of hearing-impaired pupils in a class.

References

1. *Bogdanova T. G.* Surdopsikhologiia: ucheb. posobiedlia stud. vyssh. ped. ucheb. zavedenii [Surdopsychology: the textbook for students of pedagogical institutions of higher education]. Moscow, Academiya Publ., 2002. 224 p.
2. *Kalgin Yu. A.* Pedagogical conditions of integration of hearing-impaired students in the training system in a high school. Available at: http://www.bmstu.ru/ps/~kalgин/fileman/download/publications/%D0%A1%D1%82%D0%B0%D1%82%D1%8C%D1%8F%20%D0%92%D0%90%D0%9A%20%D0%9A%D0%B0%D0%BB%D1%8C%D0%B3%D0%B8%D0%BD%20%D0%AE%D0%90%202009_08.doc (Accessed 27 October 2013).
3. *Lyubimova I. G.* Vocational training of hearing-impaired students. Available at: http://www.fcoit.ru/internet_conference/upravlenie_obrazovatelny_m_protseptom_v_usloviyakh_vnedreniya_novogo_fgos/professionalnaya_podgotovka_obuchayushchikhsya_s_narusheniem_slukha_lyubimova_i_g_.php (Accessed 12 October 2013).
4. *Malofeyev N. N., Nikolskaya O. S., Kukushkina O. I., Goncharova E. L.* Razrabotkaspetsial'nogofederal'nogogosudarstvennogoobrazovatel'nogostandarta (SFGOS) dliadetei s ogranichennymivozmozhnostiamizdorov'ia: osnovnyepolozheniiakontseptsii [Elaboration of the special federal state educational standard (SFSES) for children with limited health abilities: basic proposition of the conception]. Vestnikprakticheskoiopsikhologiobrazovaniia – Bulletin of Practical Psychology of Education, 2011, no 1, pp. 22–29.
5. *Maslova Yu. A.* Psikhologo-pedagogicheskoesoprovozhdenieprofessional'noideiatel'nostipedagogovobshcheobrazovatel'nykhshkol v obrazovaniidetei s narushennymslukhom [Psychological-pedagogical support of professional activity of teachers of comprehensive schools in hearing-impaired children's education]. MaterialyMezhdunarodnogoobrazovatel'nogoforuma "Mezhdunarodnyi dialog: inkluziia cherezvsiuzhizn'" [Proc. the Materials of International Educational Forum "International dialogue: inclusion lasting a wholelifethrough"]. Rostov-on-Don, 28–29 November, 2013.
6. *Maslova Yu. A.* Smyslovaia sferaneslyshashcheimolodezhi: rezul'tatyissledovaniia [The sense sphere of deaf youth: the results of research]. Rossiiskiiopsikhologicheskii zhurnal – Russian Psychological Journal, 2007, V. 4, no. 3, pp. 65–68.



7. Normalizatsiia usloviivospitaniia i obucheniiadetei s ogranichennymivozmozhnostiami v usloviakh inkluzivnogo obrazovaniia (metodicheskoe posobie). Chtovazhnoznat' roditeliam, vospitateliami uchiteliam pri obuchenii i vospitaniidetei s narusheniemi slukha [Normalization of conditions of education and training of children with children with limited health abilities in inclusive education (workbook). What should parents, kindergarten teachers and teachers know when training and educating hearing-impaired children]. Moscow, Moscow City Psychological-Pedagogical University Publ., 2011. 278 p.
8. *Semago N. Ya.* Support of children with limited health abilities in conditions of Federal State Educational Standard. Available at: <http://www.youtube.com/watch?v=wOdrMzd4WYs> (Accessed 20 September 2013).
9. *Sozdaniye spetsial'nykh usloviidliadetei s narusheniiami slukha v obshcheobrazovatel'nykh uchrezhdeniiakh: metodicheskii sbornik* [Creation of special conditions for deaf children in educational institutions: methodical collection]. Moscow, Moscow City Psychological-Pedagogical University Publ., 2012. 56 p.
10. Deafness and School Counselling. Available at: www.ndcs.org.uk/document.rm?id=4967 (Accessed 12 November 2013).
11. *Foster S., Cue K.* Roles and responsibilities of itinerant specialist teachers of deaf and hard of hearing students // *American Annals of the Deaf.* – 2009. – Vol. 153. – # 5. – P. 435.
12. *Lomas G. I., Nichter M., Robles-Pina R.* The role of counselors serving deaf or hard of hearing students in public schools // *American Annals of the Deaf.* – 2011. Vol. 156. – # 3. – P. 305.
13. *Marschark M., Spencer P. E.* The Oxford handbook of deaf studies, language, and education. Vol. 2. – New York: Oxford University Press, 2010. – 506 p.
14. *Swanwick R. & Marschark M.* Enhancing education for deaf children: Research into practice and back again // *Deafness and Education International.* – 2010. – # 12(4). – P. 217–235.
15. *Abakumova I. V., Koltunova E. A.* Psikhologicheskie osobennosti simvolizatsii u neslyshashchikh v period iunosti [Psychological features of symbolization among the deaf in the period of youth]. *Rossiiskii psikhologicheskii zhurnal – Russian Psychological Journal*, 2013, V. 10, no. 4, pp. 25–31.



Borzova I. A., Chernyshenko O. V.

Foreign Students' Training in the Language of Science: Urgent Issues

This article examines problems of foreign students' training in the scientific style of speech at the pre-university level of education. Students' acquisition of a professionally-focused competence is based on the development of their system of scientific concepts. Effective realization of complex purposes of training is possible in the context of the personal-sense paradigm on an integrative basis. The authors consider the modular structure of training materials is the most optimal form of organizing teaching materials, which provides a sense-creating context. In conclusion the authors deduce that in the modern humanistic, subject-subject, sense-personal paradigm there is a necessity of complex integrative use of reflexive sense-creating technologies and sense-techniques, enabling to intensify cognitive process, to promote development of trainees' sense sphere.

Keywords: professionally-focused competence, sense-personal paradigm, teaching material, modular organization.

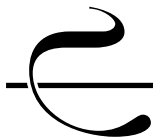
The present stage of the development of a single information-research space presupposes students' high level of a subject-scientific competence, developed scientific thinking, and well developed scientific and professional skills.

When training foreign pupils the realization of objectives starts at preparatory faculties for foreign citizens where they carry out the pre-university training of pupils who have arrived for specialized secondary or higher education in educational institutions of Russia.

Considering problems of foreign pupils' training at the pre-university level, we consider training in Russian language as means of communication in a new society, means of socialization and acculturation in the new polycultural educational environment, the most important part of the educational process.

The educational standard for Russian for foreign students includes pupils' training in both the general-literary language and the language of science. It should be noted that in the context of problems of foreign pupils' training in Russian the "language of science", "scientific style of speech", "professional language" concepts are widely used in educational and methodical literature and have almost equivalent meaning. In a narrow sense the "language of science" concept reflects the general direction of the educational process and the general content of a school subject (in opposition to the general-literary language). The "scientific style of speech" reflects a linguistic orientation of a course. The "professional language" concept points out the professionally-focused content (saturation by specialized terms, text material in a future profession field) usually offered in universities at the last grades.

Scientific language or the language of science constitute a part of Russian which is used in the spheres of educational-professional and scientific activity and is char-



acterized by its lexical, morphological-syntactic features forming a special style – the scientific style of speech. Thus, it is the language of science, its special scientific style of speech that is a means of foreign pupils' gaining a qualification. It becomes the most important maker of the educational process at the preparatory faculty. Trainees' training in perception of the educational information in Russian of general-theoretical disciplines at the subsequent grade level is a priority problem of studies in the scientific style of speech presented by a corpus of scientific-subject content of students' future specialty.

The basis of realization of the posed problem is pupils' acquisition of the language competence providing the development of the speech and communicative competence which assumes the development of skills and abilities in all the types of speech activity necessary for satisfaction of future students' needs for communication in the educational-professional sphere, i.e. skills of reading and making an abstract of educational-scientific literature, hearing and writing lectures, generation of scientific monological and dialogical speech etc.

Studying the scientific style of speech has taken shape of an independent academic subject at present: the subject place in the training system is defined, the purposes and aims depending on a grade level are outlined, techniques and methods of training are offered. In spite of this, more frequently teachers of the first year of universities, where foreign students continue their education, speak about a low level of students' professional-focused competence, students' inability to carry out educational activity in Russian to the full. It becomes obvious that the problem of foreign pupils' training in the language of science as a means of learning of trade remains one of the most difficult and inconsistently solved from the whole complex of pedagogical and methodical problems.

Long-term observation of the educational process course speak about the fact that existing contradictions, difficulties in definition of the priority purposes, aims, and also the content of training are substantially caused by a specific and integrative character of a subject: scientific unity of its linguistic and scientific-subject aspects, its double role – to be a purpose of training and a means of scientific-subject information acquisition.

Thus, in most cases teachers-experts in Russian language and literature focus their attention on the language aspect, using scientific-educational texts as an illustration of a language material, i.e. consider the scientific style of speech from a purely linguistic position, estimating it as a special functional form of the literary language ensuring the professional sphere of communication and possessing special style lexical-grammatical characteristics [6].

It is logical that the language, style-creating lexical-grammatical material, providing the development of speech abilities and skills, is the defining component of the content of training in the "scientific style of speech" aspect.



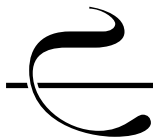
Thus the analysis of the educational process shows that at the scientific style of speech lessons teachers-experts in Russian language and literature use the same methods of work as at the neutral style of speech studies, don't make any difference when semantizing the words designating ordinary, everyday concepts and scientific concepts which level of formation among students is various. Everyday concepts are well acquired by pupils in result of their practical life experience gaining; they freely operate with them in their native language, language-mediator, easily carrying out the transfer of logical-semantic links of everyday concepts into Russian by means of Russian equivalents.

The case is somewhat different with scientific concepts. Practice shows that even the most common concepts such as *cell, organism, nucleus, metabolism, property, process, environment*, etc. are not developed to the full; pupils did not have sense connections between concepts. They only have a vague idea of what senses can express these concepts and in what contexts. It is obvious that if a subject does not know what he wants to say, no language means will help, because, as we know, intelligent speech activity is impossible without thinking (L. S. Vygotsky, 1982; A. A. Rubenstein, 1997; A. N. Leontyev, 1977).

It is obvious that the approach to a problem of training in the language of science at the pre-university stage should not be linguistic, which contradicts the integrative character of a subject. Instead of this it should be general-scientific, general-pedagogical, making it possible to see the language of science as the interconnected system of scientific concepts which has to become the most important construct of the content of training. The content of teaching material should include the system of the tasks developing and forming general scientific and most common professional concepts, namely: differentiation of essential and minor signs, interpretation of concepts, formulation of definitions, exemplification, construction of superordinate concepts and generic terms, etc. At this approach the realization of the language of science function as a means of knowledge acquisition, means of gaining a qualification is possible.

In our opinion, another aim which is badly solved within traditional approaches and methods is management of the process of pupils' mastering a training material and increasing their motivation. It is directly connected with psychological aspects of the educational process. Foreign pupils often show a low cultural-educational level, low communicative requirements which do not correspond to communicative needs of training at a high school stage. It is possible to say that they find no sense in studying a new subject (scientific style of speech), do not understand its essence, do not realize its role in learning a trade. Quite often profile educational-scientific texts do not attract a particular interest. The substantial aspect of texts is known from general-theoretical courses; the interest in studying language means disappear already at an understanding stage.

It is obvious that in these conditions there is a necessity of the approach at the heart of which there is the interaction of psychological and didactic concepts, possibility to involve internal sense structures of the person in the educational process,



mechanisms of various psychological manifestations, to make active consciousness, self-knowledge, self-actualization, self-control, and also the development of pupils' personal sphere, to increase the efficiency of pupils' acquiring the educational-professional competence. The personal-sense approach is such an approach (A. T. Asmolov, 2002; D. A. Leontyev, 2000; I. V. Abakumova, 2003, etc.).

Transferring the content of training in the language of science (its linguistic and scientific-subject aspects) at the personal-sense level will enable pupils to reveal and realize the sense of knowledge necessary for them, will create new personal senses, sense integration, generating higher-order senses of higher order. It should be noted that problems of questions of transferring the knowledge at the personal level in the process of transformation of objective meanings in personal senses, in the process of training were an object of research even in works of A. N. Leontyev and his followers. The important place in A. N. Leontyev's works is occupied by the idea about the possibility of overcoming a gap between the cognized and the cognizable, filling knowledge with the personal sense stimulating pupils' personal sphere development. Thus, the role of motivation, motivational stimuli, providing successful implementation of any productive activity, becomes obvious [4]. Leontyev has named the motive initiating activity and giving a sense to it as the main leading sense-creating motive. It is obvious that for effective studying Russian as a foreign language, in particular, the scientific style of speech, pupils' sense-creating motive for its studying is very important. As long-term observations of the educational process at the preparatory faculty shows, studying psychophysiological features of pupils, system of their value orientations, knowledge of Russian enter into the structure of sense-value orientations of pupils learning Russian as a means of gaining a qualification. Unlike pupils and students learning foreign languages, who need explanation of the value of the possibility of the cross-cultural communication expansion, prospects of training, practical training, work abroad etc., foreign pupils have already chosen Russian as a working language and communication language. They want to learn Russian, to be fluent in it; they study intensively 18 hours per week at the preparatory faculty.

Nevertheless, as practice shows, foreign students have considerable difficulties in development of Russian and, in particular, the scientific style. The analysis of practical work of pupils, observation of features of social-psychological adaptation of pupils in the new cultural and educational environment speak about the inability of the majority of foreign pupils to master a necessary level of the professional-focused competence in existing pedagogical conditions, including traditional approaches, methods and teaching techniques. Teachers-practicians note pupils' excessive load, when besides Russian they intensively study general-theoretical subjects. Homework in two-three subjects takes from 4 to 6 hours on the average daily; at lessons it is difficult for trainees to concentrate the attention on a studying subject for a necessary time; their interest, activity etc. decreases.



It becomes obvious that only special methods, reflexive technologies focused on pupils' sense-creation can stimulate pupils' mastering a necessary level of the educational-professional competence. Forming the educational sense-creating context which is understood as a system of sense technologies and sense techniques, promoting pupils' sense-creation, is an important and indispensable condition of any technology focused on pupils' sense creation (A. G. Asmolov, D. A. Leontyev, F. E. Vasilyuk, etc.). In her books "Education and Sense: Sense-Creation in the Educational Process" and "Sense Didactics" I. A. Abakumova gives the detailed description of the technologies focused on sense-creation, reveals possibilities of their use depending on a character of the material content, trainees' level of the sense sphere development, grade level.

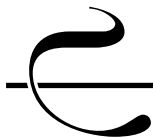
I. A. Abakumova emphasizes the following groups: "technologies providing self-actualization of pupils' subject experience (emotional-psychological generalization, emotional-psychological outstripping, personal-sense context, transformation of a theoretical material in a figurative one); dialogue technologies (external, internal, multiple dialogues); technologies ensuring pupils' self-expression (success situations, self-differentiation and self-individualization zones, method of personal-significant concrete situations, sense immersion), technologies of a problem-creative type (initiation of creative activity, problem situations), etc." [1, 9].

On the one hand, a variety of the presented technologies enables teacher to choose technologies adequate to pedagogical conditions, but on the other hand, demands an enormous work on reorganization of a training material according to regularities of the sense-creating process on adaptation of technologies (techniques, sense techniques) to features of an educational subject.

As the experience of practical work on foreign pupils' training in the scientific style of speech with use of various sense-creating technologies shows, in this concrete case the technologies providing self-actualization of pupils' subject experience, technologies of the directed transmission of sense, dialogue technologies, technologies of psychological-didactic support, and technologies of a problem-creative type are the most effective.

It is obvious that training in the language of science from a position of the personal-sense approach demands a special organization of the educational process, special means, which can start up sense-creating mechanisms. We think it is optimum to choose a training material according to lexical-semantic subjects reflecting types of speech statements, characteristic for the language of science. These are description, narration, reasoning which have special language parameters. On their basis we have identified groups of objects which should be described and which have defined sense-speech situations (communicative subjects). These were "general qualification of a subject", "structure description", "description of properties of a subject", and "description of properties, structure and functions of live systems", etc.

A long-term practical experience with use of various teaching aids in the scientific style of speech has showed that in the context of the personal-sense paradigm



the best way of organizing a material, which makes it possible to integrate various training materials, ensuring a sense choice, internal differentiation in the educational process, is a block-modular construction where each subject (block) distinguished by us reflects in its structure an ideal model of activity (image-analysis-action), communicative (development of speech, communicative skills), search (development of skills of search, viewing reading, making an abstract), and audio-linguistic skills (development of skills of audition, writing of lectures) [2].

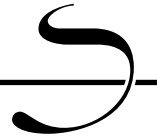
The purpose of the first modules is forming a motivation-orientation base for further development of language, speech, communicative skills and abilities that means, first of all, introduction, interpretation, revelation of the content and scope of key concepts of a subject. Thus, in the first module of the first subject the content of training includes such common and general scientific concepts as *planet, earth, sun, water, atmosphere, environment, subject, object, nature, wildlife, inanimate nature, animal, plant, human body, signs, external signs, internal signs, property, structure, etc.*

The specified concepts are included in the content of a special introductory general scientific text, revealing basic proposition of a subject and forming a wide sense context which we understand as a complex of the obvious and associative meanings connected with the content and coming home to pupils' subject experience. Such a context can create a situation which, according to A. A. Verbitsky, is a "unit" of the work of the teacher and the student; "in all its subject and social polysemy and contradictoriness it is considered as a general sense field defining a system of conditions inducing the subject and mediating his/her activity". In our opinion, the main link of such a field, is a sense identification of the offered concepts, distinguishing their essential and minor signs, their rating as concepts of higher generalization, etc. that is a subject of dialogue where pupils, relying on their own personal semi-everyday and semi-scientific representations and concepts and comparing them, disclose a new sense of the comprehended reality.

Pupils have already met with the majority of concepts, entering the text content, when learning an introductory course in subjects at the lessons in profile disciplines or at the lessons in the neutral style of speech. However at the lessons in the scientific style of speech, integrative in their essence, the development of concepts and stronger acquisition, in transferring their objective meanings at pupils' personal subject level in the context of a sense-creating situation is possible.

The second modules of each block subject – informative-operational – assume direct practical work on the development of skills and abilities using the already presented in first modules general scientific and profile vocabulary, lexical-grammatical constructions necessary for construction of a speech statement on a subject.

The development of language and speech skills takes place when performing a number of consecutive tasks (language, prespeech, speech), including work with microtexts, tables and other visual methods providing a stage-by-stage forming speech



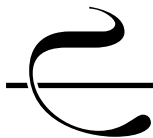
skills and abilities in reading, writing, speaking (monological and dialogical speech) at the level of sentences and microtexts, and also specially modeled (grammar) texts of a general scientific character. The material is offered by an inductive method for active and receptive (vocabulary part) learning.

However observation of pupils' passing the second module shows that in spite of the fact that the sequence of tasks corresponds to the stage-by-stage logic of formation of intellectual actions, pupils' interest in performance of tasks and motivation have considerably decreased.

It can be explained by the fact that, having acquired meanings and senses of offered lexical-grammatical constructions, even when passing the first module and the beginning of the second, pupils find no sense in performance of tasks for the development of language and speech skills; they have no interest in reiterated repetition of language forms of models, samples. Without this the automation of language skills is impossible, thus, language acquisition is impossible. It is obvious that pupils lose the self-control mechanism which worked when the material (the system of concepts) which found a support in a personal and sense field of trainees, in their subject experience, was the object of learning

Considering possibilities of the initiation of the process of trainees' sense-creation in cases when the direct object which should be mastered is of little significance, uninteresting or when the general educational situational motivation of pupils is reduced, we consider it expedient to use a so-called method of "indirect objects". Any fact, any problem, any subject, etc., entering the context of the semantic field of a studied material and being significant for a trainee, touching his/her subject experience, his/her personal meanings may be such an "indirect object". Thus, in this case a comparative analysis of language means (morphological-syntactic structures) of Russian and a trainee' native language or an intermediate language, by means of which the communicative content of a subject is expressed, may be such an indirect object of discussion in various dialogical forms. Pupils participate in dialogues with enthusiasm, ask questions like, "How can I characterize a subject in English (in Arab)?", "How can I formulate a definition?", "What sign underlies the characteristic?", etc.; they make up a sentence in their own native language with interest and then translate it into Russian using necessary language means, compare features of functioning of language means in different styles of speech in native and Russian languages etc. Thus, the tactical objective of the second module is achieved. It consists in repeated use of language means of Russian in various communicative sense-creating situations of real communication with the purpose of automation of language and speech skills.

The third module of each block-subject (communicative) provides complex development of main types of speech activity, i.e. reading and making an abstract of educational literature, reproductive monological and dialogical speech. The informative-subject aspect of training is provided by the educational texts intended for studying



reading, carrying out the logical-sense analysis of the text content: allocations of the main information, text partitioning on semantic parts, drawing up the abstract, answers to questions, and also retelling. The supposed work with the text is important for successful formation of the communicative educational-professional competence of future students, directly trains them for educational literature reading, participation in seminar studies etc. at the high school level of education.

Thus, the offered text in the third modules should either be approached to texts of training aids in profile disciplines by the content, form, language filling, but thus be available by complexity and scope, correspond to a communicative subject, or have general scientific, scientific-educational character, contain information which is significant to trainees, capable to initiate their sense-creating activity.

Thus, in our training materials we offer texts: "Water" (subject I), "A Little Bit About Anemia" (subject IV) which, besides high saturation by language structures in a studied subject, have wide general scientific, social- and subject-personal contexts, a complex of personally meaningful subjects for discussion by pupils as indirect objects. Texts "On a cell", "Mechanical movement", "Metabolism", etc., created on the basis of educational texts of profile disciplines, have a wide scientific context, considerable linguistic potential, however, as practice shows, do not cause a particular interest among trainees. Pupils fulfill logical work with the text, answer questions, analyze the use of grammatical means etc., but they do it rather formally, without interest, since they already know the scientific-subject information from a school course, general-theoretical courses of preparatory faculties.

It is obvious that the task consists in transferring speech skills to the personal sense level on a certain lexical-grammatical and scientific-subject material. Practical experience shows that this is possible if for discussion one finds a personal-significant indirect object of the background information being behind a direct object and providing operation of mechanisms of sense-generation.

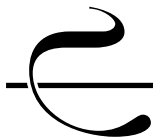
Considering the aforesaid, we would like to note that in the conditions of modern humanistic, subject-subject, personal-sense paradigm we need a complex integrative use of reflexive sense-creating technologies, sense-techniques, making it possible to intensify the cognitive process, to promote the development of trainees' sense sphere.

References

1. *Abakumova I. V.* Obuchenieismysl: smysloobrazovanie v uchebnomprotssesse (psikhologo-didakticheskiiipodkhod) [Education and sense: sense-creation in educational process (psychological-didactic approach)]. Rostov-on-Don, Rostov State University Publ., 2003. 480 p.
2. *Borzova I. A. Panova E. K. Chernenko E. V.* Posobieponauchnomustiliurechidliastudentov-inostrantsev[Textbook in scientific style of speech for foreign students]. Rostov-on-Don, 2008.



3. *Vygotsky L. S. Myshlenieirech'. Sobraniesoch.* [Thinking and speech. collected works]. Moscow, Pedagogika Publ., 1982. 487 p.
4. *Leontyev A. N. Potrebnosti, motiviyemotsii* [Needs, motives and emotions]. Moscow, Moscow State University Publ., 1971.
5. *Leontyev D. A. Psikhologiiiasmysla: priroda, stroenieidinamikasmyslovoireal'nosti* [The psychology of sense: nature, structure and dynamics of sense reality]. Moscow, Smysl Publ., 2003.
6. *Mitrofanova O. D. Problemnost' itekhnologiiobucheniiia* [Problems and technologies of training]. *Russkiiiazkyzarubezhom – Russian abroad*, 1998, no. 3.
7. *Bertran Y. Contemporary theories and practice in education.* – Madison, Wisconsin, 1995.
8. *Hall J. Access through innovation: new colleges for new students.* – New York, 1991.
9. *Abakumova I. V., Fomenko V. T. Didakticheskii standart kak metatekhnologiiia sovremennogo obrazovaniia* [Didactical standard as a metatechnology of modern education]. *Rossiiskii psikhologicheskii zhurnal – Russian Psychological Journal*, 2012, V. 9, no. 1, pp. 44–54.

**Nozikova N. V.****Features of views of the father of girls aged 15–17**

The article analyses attitude to the father of 15–17 year old girls. The hypothesis assumes a correlation of stable individual characteristics, conditions of socialization and views of the father. The study involved 224 young women who grew up in a family, and 45 young women who grew up in children's homes at the age of 15–17. The author used the method of color metaphors by I.L. Solomin to identify respondents – attitudes to the concepts of the family sphere and to compose psychosemantic characteristics of the concept «my father» for sub-groups differing in extraversion, intelligence, locus of control and conditions of education. It is discovered that the girls who were brought up in families associate the concept with the first by emotional value colour. Their concept of «my father» together with the factor of internality is emotionally positive, semantically developed, available for understanding and has a temporal orientation to the future that will direct them to start their own families. As for the girls who were brought up in children's homes, their concept is combined with the eighth negative by emotional value colour, semantically developed and has a temporal orientation to the past that diagnoses their need for psychological aid.

Keywords: *consciousness, family orientation, family, father, mother, psychosemantics.*

Introduction

In the process of learning and active reproduction of human experience as a leading family in the formation of social manifestations of his personality special role belongs to the nature of the father-child relationship.

This article discusses the features views of the father of the girls 15–17 years, depending on factors such as the conditions of development in the family or outside the family, the nature of cognitive development and the most stable personality traits such as extroversion, intelligence and locus of subjective control. To achieve this goal, we consider the main approaches to study the role of the father in the formation of personality; particular representations of the father in the structure of consciousness of girls 15–17 years depending on the individual qualities and a nurturing environment.

Social pedagogy of responsible fatherhood, on the conclusion of I. S. Kon, can be built with the understanding of the psychological value of paternity for the child's personality development and for the development of man's personality [7]. Research challenges of fatherhood as a condition of the child yielded results that reveal meaningful patterns and mechanisms of psychology father-child relationship.



Father – is a significant person in the child's life, which contributes to its separation from the mother and behaves qualitatively different from the mother has with her special, married, sexual relations and transmitting child an integral part of the history of his race. Theoretical and empirical data show the important role of the father for his separation processes from the mother, the formation of sexual and gender role identities, emotional and cognitive development and behavior. In the process of socialization of the child's father acts as a second object as a man, as the mother's husband, as a native person [5].

Psychological image is a subjective reflection of the world and in the higher stages of development contains not only substantive relationship, but their genesis categorical affiliation, etc. *Mental image of his father* is a generalized subjective view of his father in a person formed on the basis of actual experience and interaction history of a perfect representation of it, and in case the father of the family, its image continues to influence the personal development and behavior of the child. Study of the dynamics of the father image in ontogenesis revealed her gender and the greatest degree of sensitivity to the nature of the relationship with his father in the "average" teens 12–13 years [21, 22]. Adoption of a holistic image of the father as a unity of ideal and real qualities determines the formation of a child's self-actualization qualities of his personality, ie such as the acceptance of reality, self, others and the world in general, emotional independence, spontaneity behavior, etc. [8]. Emotional warmth of his father's image in adolescents of different age groups affect their emotional well-being and the formation of sex-role identity [5]. In situations of stress psychological image of the father acts as a resource for coping behavior and personality formation of boys and adolescent girls, depending on the education of the biological father, stepfather or upbringing without a father [15]. Real father or his father's positive image helps teens gain a sense of psychological well-being, learning socially acceptable behaviors and acts psychological barrier to the formation of addictive behaviors in adolescence [1].

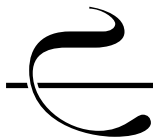
Particularly urgent is the problem of formation of family foundations personality girls who do not have a positive experience of childhood parental relationships and demanding psychologically based care. Stay in boarding schools, orphanages creates inadequate conditions for psychological and social perspectives of family formation in adolescence [19].

In the process of ontogenetic formation in the child's mind as a tribute to his mother, father and parental family foundations model of family behavior that determines the need to study the factors and patterns of formation in the mind of the individual in the youthful period of ontogenesis the main characteristics of the family orientation of the individual.

Object and Methods

The aim of our research is to conduct a comparative analysis of family orientation in the minds of girls 15–17 years, depending on their individual personal qualities and conditions of socialization in the family or in an orphanage using methods psychosemantic diagnosis.

The object of study was the *motivation of family orientation*, which is characterized



by us as an organic part of the structure of personality and is seen as socially determined orientation is genetically determined mental and biological characteristics and is inextricably linked with the life experience [11].

Hypothesis of the study suggests that individual personality traits and conditions are reflected in the characteristics of socialization ideas in the minds of girls 15–17 years of his father, defining their family orientation. This article provides a comparative analysis of representations of the father in the structure of consciousness of girls depending on personal qualities, the nature of cognitive development and nurturing environment in or outside the family – in an orphanage.

The study was performed using diagnostic psychosemantic hidden motivation, based on the method of color metaphors I. L. Solomin. Accordingly, the purpose of work, 60 were picked up concepts that characterize the relationship to mother, father, family of origin, and the scope of family behavior and motherhood [20]. For diagnostic purposes, individual personality traits used test questionnaire G. Y. Eysenck, allowing the individual to identify individual storage [17, p. 55–61]; short indicative intelligence test E. F. Vanderlik [16]; study of subjective control technique developed in the Research Institute V.M. Bekhterev, general internality scale [17, p. 302–311]. About «My family» is used as an additional method of investigation to collect socio-demographic data on the respondents, their relation to the conscious future family and unborn child.

On the basis of theoretical propositions about periodization personal development and psychology of family behavior and motherhood simulated sample on demographic indicators of gender, age and conditions of education in the family or outside the family. The study involved 269 student grades 10–11 schools, living in families and children's homes in the city of Khabarovsk in the 15–17 age group.

Planning studies representations of the father of girls 15–17 years is shown in Table 1. A group of girls 224 people, brought up in the family, according to the results of diagnostics personal qualities section 1) into two subgroups of quality extraversion (129 pers.) and introversion (95 pers.), 2) and then into two subgroups of internality (102 pers.) and externalities (122 pers.) 3) subgroups in terms of normal (113 pers.) and reduced level of intellectual development (111 pers.).

Table 1

Planning of the ideas of his father, depending on the personal qualities and conditions of education of girls 15–17 years

Sample	Nomer podgruppy	Girls (people), brought up in a family that differ in stable individual qualities	The purpose of subgroups
--------	-----------------	---	--------------------------



269 girls aged 15-17	1	Extraversion – 129	Introversion – 95	Be psychosemantic characteristics concepts family sphere based diagnosis by color metaphors I. L. Solomina
	2	Internality – 102	Externality – 122	
	3	Normal intelligence – 113	Reduced intelligence – 111	
	Girls raised in different environments			
	4	The family – 224	Orphanage – 45	

Distribution of test scores for the entire sample represented normal histograms and smooth curves with positive kurtosis, with satisfactory accuracy that allows us to assume normal distribution parameters and conclude good psychometric qualities of the selected methods.

Statistical processing and calculation of Student t-test showed that the differences between the mean values extraversion level of subjective control and intelligence in samples of girls and children’s homes are statistically significant c high significance of the differences that, when $\alpha = 0,05$ for these indicators is 0,000000, as shown in Table 2.

This allowed pupils to consider a subgroup of children’s homes as a single factor in relation to the family orientation, in contrast to subgroups of girls brought up in the family.

Table 2

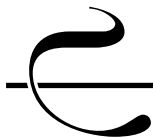
Comparison of testing schoolgirls and children’s homes by Student t-test for independent samples (at $\alpha = 0,05$)

Evidence	Number		Standard deviation		Student’s t-test	Level of significance
	School-girls	Children’s homes	School-girls	Children’s homes		
Extraversion	224	45	3,077	2,296	5,399	0,000
Overall internality	224	45	10,909	11,889	-6,122	0,000
Family internality	224	45	3,337	3,717	4,145	0,000
Intelligence	224	45	4,677	3,415	9,967	0,000

Processing results for subgroups according to the method of color metaphors I. L. Solomin was carried out using a computer program in BASIC, which reliability and representativeness of the sample size.

Results of the study

Questionnaire on the topic of «My Family» (224 pers.) showed that the majority of girls (60 %) grew up in two-parent families, 13 % live with their mothers and fathers, 1 %, to remarry, 23 % of girls are brought up by a single mother and 3 % – grandparents. Response to the question about the most important conditions necessary for the birth of children, 30 % of girls called love and understanding in the family, 28 % – financial security, 22 % – health. The presence of his apartment (9 %), the conclusion



of a formal marriage (6 %), help from relatives (4 %) and civil marriage (1 %) are less important in relation to the creation of his future family and maternity.

Analysis of the biographical data pupils spent on personal business in orphanages showed that the reason girls room orphanage in 64 % of cases become social disadvantage families (recognizing parents missing or deprived of parental rights), 36 % of children suffered the death of a parent. If the majority of schoolgirls grew up in families with two or one child (91 %), then 78 % of the families children's homes were large families (three or more children). Children's homes are more pragmatic in their demands to the conditions of marriage and the birth of the child and, realizing the value of emotional well-being in the family, also attached high importance of the status of an official marriage, the presence of his apartment and material security. Consequently, the questionnaire be preceded by a study of family-oriented focus girls, showed that both groups had the experience and perceptions of family life, which were formed in different social contexts.

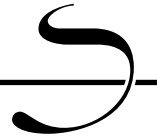
For girls these subgroups composed psychological characteristics of the concept of «my father» on the basis of diagnosis by color metaphors.

Criteria for comparison groups were selected: *rank emotional appeal*; *factor semantic development* and awareness of the analyzed concepts in the mind of the test; *temporal vector semantics* of the system of concepts in mind. Analysis of representations of the father in the structure of consciousness of girls 15–17 years depending on the individual qualities and conditions of education is shown in Table 3.

Table 3

Representation of the father in the structure of consciousness of girls 15–17 years depending on the individual qualities and a nurturing environment

Individual quality	Association with the following concepts	Attractiveness in order color choices	Individual quality	Association with the following concepts	Attractiveness in order color choices
Extraversion	No associations	1-st color	Introversion	No associations	1-st color
Normal intelligence	No associations	1-st color	Reduced intelligence	No associations	1-st color
Internality	Happiness. My mother. Ideal family. My future husband. My unborn child	1-st color	Externality	No associations	1-st color
Girls brought up in the family	No associations	1-st color	Girls brought up in an orphanage	Children. Baby. My parent family. My real	8-st color



The first criterion for the analysis of the results – *the rank of the emotional appeal of the concepts for the respondent* depends on the order of choice of color, with which it is associated. For example, the association with the most attractive color for the respondent indicates its highly positive attitude towards this concept. Marking one color concepts indirectly indicates their subjective similarity [20].

Analysis of the emotional appeal of representations of the father in the structure of consciousness of girls brought up in the family showed that the concept of «my father» is associated with the first rank the most attractive to them at the time of the study color. In contrast, girls who were brought up in an orphanage, this concept is combined with the latter leading to eight colors and emotionally perceived as a negative factor.

The second criterion factor analysis of *semantic development* and awareness concept involves identifying associative relations in the minds of the concept to other concepts analyzed the scope or lack thereof, insulation concepts.

The notion that «highlights some of the subject area and collects (generalizes) objects by pointing to their common and distinguishing feature», reflects the full meaning of the phenomenon [9, c. 719–721], can be regarded as a fully formed and reached its maturity. Conversely, the absence of evidence of associations presumably isolation concepts in the mind of the subject, the possible displacement due to painful experiences related by virtue of their social unacceptability or conflict with other motives. Lack of association may also be a consequence of its unformed, immature [20].

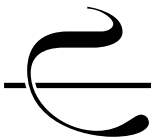
For example, in a study N. V. Nozikovoy revealed that women regardless of personal qualities and conditions of socialization in the family or in an orphanage, emotionally positive (first rank in attractiveness) refer to the concept of «my mother», is associated with him other concepts of family sphere and identify themselves with the image of mother that ensures the continuity of the maternal role and combines family generation [11, 12, 14].

The concept of «my father» in the minds of girls discussed in this article, by contrast, has no association to other concepts for subgroups of respondents allocated by factors of extraversion and intellectual development, which allows to conclude that the unformed, immature or unavailable for awareness.

The third criterion for the analysis of social and psychological maturity of family-oriented focus of girls may be its relationship to ideas about the future and about their future family, ie with reference to the future *temporal vector system semantics* of concepts in the mind.

Development processes personal identity, ways for self-realization, the search for meaning in life, becoming a social orientation in adolescence are closely linked with the development of time perspective. Life plan, facing the future, by definition, L. I. Bozovic, constitute the «affective center» youth [3]. In 15–16 years, notes I. S. Con, personal interest moves from «I in the present tense» to «I'm in the future» [6].

The study features family-oriented focus of girls depending on age using the technique of semantic differential performed N. V. Nozikovoy, identified in adolescence



change from the past to future date temporal vector semantics of concepts that define the family orientation of the individual. Temporal orientation toward the future semantic concepts family sphere becomes neoplasm adolescence, girls guide to making your future family and motherhood [11, 13].

Analysis of the results in this study in the third criterion – the temporal orientation of the system of concepts in the mind, shows that for a group of girls aged 15–17 years, were brought up in a family environment and having internal locus of subjective control, the concept of «my father» is interconnected with other concepts of the family sphere, in general semantically focused on future life, perhaps idealized.

Consider compared presentation of the father of the girls who grew up in the family and have quality internality, and the pupils of the orphanage with a distinct personality warehouse determines the quality of internality, introversion, and reduced intelligence.

Responsibility is a key characteristic that distinguishes a mature social identity from social immaturity, by definition, A. A. Reana. The liability is determined by internal internal/nym (myself responsible for what happens to me) or external, externality (responsibility of the other people on the external circumstances etc.) locus of control [18]. Study severity qualities internality groups and law-abiding illegal behavior of teenagers formed S. V. Bykov, enables the understanding of the locus of control measure of social responsibility of the person [4]. The correlation between high levels of internality men with a high degree of satisfaction with the marriage his wife [10]. The liability of the spouses in various spheres of human relations correlate with the degree of satisfaction with marriage and family roles distribution features [23]. Psychological characteristics of mothers, including the level of subjective control, linked to the manifestation of delinquent behavior in adolescents [2].

In our study group of subjects who were brought up in the family and having internal locus of control, has the concept of «my father», associated with the concepts of «happiness», «my mother», «ideal family», «my future husband», «my unborn child» and the first to rank emotional M. Luscher color test. Consequently, girls interanalyt brought up in the family, the concept of «my father» has the highest positive emotional semantically quite harmoniously reflects its family content, semantically directed to the future and is combined with a perfect representation of his future family.

Group of pupils of children's homes on the results of diagnostics has special individual and personal qualities of internality, introversion and decreased intellectual development. The girls of the group representation of the father associated with the most obnoxious color and a number of other concepts of family sphere («children», «baby», «my parent family» and «my real»).

Semantically father associated with children and even babies, and perhaps the perception of women require the same care. Presentation about a father and parent family linked in their minds with valid now unpleasant experiences. Consequently, the lack of adequate experience of parental relationship and the presence of traces in the



psyche psycho transferred from children's homes are combined with particular psychological makeup of the individual and specific semantic structure of the concept of «my father», that requires psychological help.

Analysis of the results allows us to conclude that the characteristics of positive emotional coloring, harmoniously developed semantic content of the concept, its realization in relation to other concepts of the spheres of human activity, as well as with the time vector semantics directed to the future, determine the degree of maturity of the concepts of family socio-psychological orientation in human consciousness.

Conclusions

1. Degree of emotional appeal, semantic development and direction of the vector of temporal concepts can serve as qualitative criteria of social and psychological maturity concepts of family oriented person.

2. Emotionally positive attitude towards the father of the girls, brought up in a family is formed, regardless of their personal qualities.

3. The concept of «my father» is associated with other concepts with family sphere, ie is semantically developed and accessible to awareness, has temporal orientation toward the future when the relationship with the factor of internal locus of control and focuses on the creation of his family in the future.

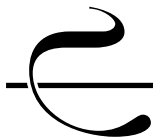
4. The concept of «my father» has no association to other concepts of family sphere, ie semantically immature and inaccessible to consciousness, when considered in conjunction with the factors of extraversion, externalities control and intelligence of girls 15–17 years old who were brought up in the family.

5. For girls who were brought up in an orphanage, the submission of the father associated with valid now unpleasant, stressful emotional experiences that determines the need for special counseling.

In general, education in a family environment, the development of quality social responsibility (internal'nym control), emotionally positive attitude, focus on the future, semantic associations, revealing common and distinctive features of the concept, define maturity achieve quality family sphere in adolescence. These patterns are of value for the planning and implementation of preventive measures for psychological formation of reproductive behavior in subsequent periods of ontogeny.

References

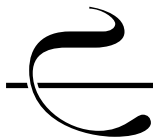
1. *Akimova M. K., Ustseva M. N.* Vliianie ottsa i ego obraza na vozniknovenie addiktsii u podrostkov [Influence of his father and his image on the occurrence of addiction among teenagers]. *Vysshiee obrazovanie segodnia*. 2010. № 5, P. 63–68.
2. *Beliaeva S. I., Shchelkova O. Iu.* Psikhologicheskie osobennosti materei delinkventnykh podrostkov [Psychological characteristics of mothers of delinquent adolescents]. *Vestnik Sankt-Peterburgskogo universiteta. Seriya 12: psikhologiya, sotsiologiya, pedagogika*. 2011. № 2, P. 74–80.



3. *Bozhovich L. I.* Lichnost' i ee formirovanie v detskom vozraste [Personality and its formation in childhood]. Moscow: Prosveshchenie, 1968. 460 p.
4. *Bykov S. V.* Diagnostika lokusa kontroliia lichnosti v asotsial'nykh podrostkovykh gruppakh [Diagnosis of locus of control in antisocial personality teenage groups]. *Psikhologicheskii zhurnal*. 2004. T. 25, № 3, P. 34–43.
5. *Kalina O. G., Kholmogorova A. B.* Rol' ottsa v psikhicheskom razvitii rebenka [The father's role in the mental development of the child]. Moscow: Forum, 2012. 112 p.
6. *Kon I. S.* Psikhologiiia iunosheskogo vozrasta: Problemy formirovaniia lichnosti [Psychology of adolescence: Issues of identity formation]. Moscow: Prosveshchenie, 1979. 175 p.
7. *Kon I. S.* Maskulinnost' v meniaiushchemsia mire [Masculinity in a changing world]. *Voprosy filosofii*. 2010. № 5, P. 25–36.
8. *Lippo S. V.* Obraz ottsa kak faktor samoaktualizatsii lichnosti: avtoref. ... kand. psikhhol. Nauk [Father's image as a factor in self-actualization: author.... cand. psychol. sciences]. Sankt-Peterburg. 2006. 21 p.
9. *Markin V. I.* Poniatie [Concept]. *Entsiklopediia epistemologii i filosofii nauki*. Moscow: Kanon+ ROOI Reabilitatsiia, 2009. 1248 p.
10. *Nazarova E. B.* Fenomen udovletvorenosti brakom i lichnostnye cherty suprugov [The phenomenon of marriage satisfaction and personality traits spouses]. Sankt-Peterburg: Rech', 2003. 213 p.
11. *Nozikova N. V.* Materinskaia i semeino-orientirovannaia napravlennost' devushek 15–22 let: avtoref.... kand. psikhhol. nauk. Iaroslavl' [Parent and family-focused orientation of girls 15–22 years: author.... candidate. psychol. sciences], 2005. 26 p.
12. *Nozikova N. V.* Formirovanie semeinoi i materinskoii napravlennosti lichnosti v protsesse psikhologicheskogo konsul'tirovaniia [Formation of family and parent orientation of the individual in the process of counseling]. *Psikhicheskoe zdorov'e*. 2007. № 1, P. 29–31.
13. *Nozikova N. V.* Stanovlenie semeino-orientirovannoi i materinskoii napravlennosti devushek-studentok [Becoming a family-oriented and parent orientation female students]. *Psikhologicheskaiia nauka i obrazovanie* [Psychological Science and Education]. 2009. № 1, P. 90–97.
14. *Nozikova N. V.* Otnoshenie k budushchei beremennosti i rodam v strukture soznaniia devushek 15–17 let [Relevant to future maternity structure of consciousness of girls 15–17 years]. *Psikhicheskoe zdorov'e*. 2012. № 9, P. 77–81.
15. *Podobina O. B.* Figura ottsa kak resurs sovladaiushchego povedeniia [Father figure as a resource for coping]. *Semeinaia psikhologiiia i semeinaia psikhoterapiia*. 2010. № 1, P. 23–38.
16. *Praktikum po psikhodiagnostike. Konkretnye psikhodiagnosticheskie materialy* [Workshop on psycho-diagnostics. Specific materials psychodiagnostic]. Moscow: MGU, 1989. 176 p.
17. *Psikhologicheskie testy* [Psychological tests]. Pod red. A.A. Karelina: v. 2 t. T. 1. M.: Vldos, 2000. 312 p.
18. *Rean A. A.* Razvitie otvetstvennosti lichnosti v protsesse sotsializatsii [Development of personal responsibility in the socialization process. Psychology: a textbook].



- Psikhologiya: uchebnik / V. M. Alakhverdov, S. I. Bogdanova i dr.; otv. red. A.A. Krylov. Sankt-Peterburg: Prospekt, 2004. P. 145–150.
19. *Rean A. A., Dandarova Zh. K., Prokof'eva V. A.* Sotsial'noe sirotstvo v sovremennoi Rossii: Analiticheskii doklad [Social orphanhood in modern Russia: Analytical report]. Pod obshch. red. A.A. Reana; Fond razvitiia sots. innovatsii, Nauch.-prakt. tsentr fonda, Evrop. assots. «Ulichniye deti v Evrope i vo vsem mire» (ENSCW). Moscow: Fond razvitiia sots. innovatsii, 2002. 94 p.
 20. *Solomin I. L.* Praktikum po psikhodiagnostike. Psikhosemanticheskie metody: uchebno-metodicheskoe posobie [Workshop on psycho-diagnostics. Psychosemantic methods: textbook]. Peterburgskii gos. universitet putei soobshcheniia, 2013. 96 p.
 21. *Skripkina T. P., Bandurina M. V.* Osobennosti gendernykh neverbal'nykh patternov doveritel'nogo otnosheniia k drugomu [Features of gender nonverbal patterns of a confidential relation to another]. *Rossiiskii psikhologicheskii zhurnal – Russian Psychological Journal*, 2007, V. 4, no. 4, pp. 30–39.
 22. *Tumanova E. V., Filippova E. V.* Obraz ottsa i obraz sebii u podrostkov (Vozrastnye i gendernye aspekty) [Father's image and self image in adolescents (age and gender)]. *Psikhologicheskaiia nauka i obrazovanie* [Psychological Science and Education]. 2007. № 2, P. 16–24.
 23. *Ustiuzhaninova E. N., Pleshakova O. V.* Issledovanie sub»ektivnogo kontroliia suprugov vo vzaimosviasi s psikhologicheskimi kharakteristikami braka [Investigation of subjective control spouses in relation to psychological characteristics of marriage]. *Izvestiia Penzenskogo gosudarstvennogo pedagogicheskogo universiteta im. V. G. Belinskogo*. 2001. № 24, P. 84–93.

**Prokofyeva N. V.**

Methodological and Practical Guidelines on Increasing Capacity for Moral-Ethical Reflection of a Modern Adult

The article deals with studying a phenomenon of moral-ethical reflection as an integral personality trait reflecting sense-value guidelines which influence features of personal development. The author describes the urgency of this matter from the point of view of the modern social structure and the necessity of the system revision of psychological bases of the latest humanitarian schools towards making practical steps in solving this range of problems, and also the necessity of increasing a modern person's active, responsible position in choosing a vector of personal self-determination and the necessity of moral-ethical definiteness and autonomy for this purpose. This article briefly characterizes purposes and hypotheses of the empirical dissertation study, stages of its carrying out and the main conclusions. The author describes a seminar-training program created by the results of the theoretical and empirical study of this work, and also features and results of carrying out primary trainings. Steps of the further practical application of the data of the research are also outlined.

Keywords: moral-ethical values, moral-ethical reflection, personal development, self-realization, personal autonomy, consciousness.

The modern psychological view of the problem of harmonious personal development is unambiguous, "Consciousness determines being". Such a relation to reality makes it possible to create own life completely, proceeding from individual value filling.

A constant transformation in social structure requires a modern person's search for a new value sense content. This leads to the necessity of searching a support inside himself/herself, directing and regulating own life independently. This spiritual-psychological reorganization yields easily not everyone. The modern person has to live in a continuous fuss. Reactive way of thinking and reactive behavior have become usual and habitual. Spiritual and mental "emptiness" has filled all spheres of activity. Many people are in a situation of existential and ideological vacuum, lose meaning of life. It is extremely seldom that one can find a person with a harmonious, logically intelligent and coordinated system of norms and rules, where the person exists and constructs a certain strategy of activity.

By the beginning of the XXI century a huge number of philosophical and psychological schools, which try to help the person to find himself/herself, to answer eternal



questions of existence, were created. Modern scientists emphasize the importance of studying a person's moral-ethical self-determination as this range of problems considers and reveals essential features of the person. Now it is not simply a question of studying this phenomenon, but it concerns a system revision of philosophical, psychological, pedagogical bases of modern humanitarian schools from the point of view of making practical steps for a person's return to himself/herself.

And yet psychologists' understanding of the importance and necessity of the process of moral-ethical formation in the general context of harmonious personal development is not enough for answering the question concerning things which bring a modern person to a way of life which generates hopelessness, doom, despair and uncertainty of tomorrow. Constant anxiety forces out the belief in positive moments of life, consolidates grief for happiness, satisfaction and pleasure. A person does not see a way of further self-realization any more; gradually he/she ceases to be a master of his/her own life.

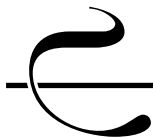
V. Frankl has named the XX century the century of fear and uncertainty. In the XXI century little seems to have changed for the better with the only difference that there have appeared new, modern social and personal reasons of a psychological deformation which lead to anxiety disorders and loss of the sense of existence.

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

The ability to moral-ethical reflection is one of important criteria of healthy personal formation. To settle down in life according to own scenario it is necessary to have internal system of values, own reference point in the main vital issues. It is impossible to be a creator of own life without understanding of own creative, mental and moral-ethical intensions, ability to discover in self new abilities and to realize them for a good cause of self and society. "Full-grown creation is possible when spirituality is realized through moral-ethical categories of personality" [5].

The person's ability to "... reflex self, to rise above self, to be beyond self, beyond any own actual state, even own actual general nature..." leads to a higher level of spiritual-moral being of the person – identity. "As an identity the person manifest himself/herself in an original author's interpretation of social norms of life, in the working out of own, especially individual (unique and inimitable) way of life, own outlook, own "uncommon" face, in following to a voice of own conscience" [4]. Ability to reconsider the past, to realize the present and to think about the future is a necessary skill for a modern, progressive, person who aspires to self-development and spiritual growth.

Moral-ethical reflection as well as personal reflection can be subdivided into retrospective, situational and perspective ones. **Retrospective moral-ethical reflection** is shown in a person's disposition towards the analysis of the moral-ethical values which were formed by the family and the social environment by a certain age. **Situational moral-ethical reflection** ensures self-control of behavior of the person in a concrete



urgent situation; this is the ability to understand what moral-ethical values adopted by an individual as own ones influence his/her choices, behavior and relations in the present. **Perspective moral-ethical reflection** corresponds to the function of the analysis of the forthcoming activity; this is an ability of estimation and analysis of the possibility of the forthcoming activity which can be carried out on the basis of his/her own moral-ethical values.

The conception of the nature of the human being as a free, responsible, having a dual material and spiritual nature being, which does not deny his/her sociality, which was created within humanitarian schools, makes it possible to speak about the problematic of moral-ethical self-determination and self-realization problems as about two interconnected and mutually initiating categories assuming personal development.

The relevance of our research lies in understanding moral-ethical reflection as the integrated property of personality reflecting a sense-value orientation which determines harmonious personal development, and the obvious need to increase a person's active role in independent determination of a vector of personal development, and the necessity of moral-ethical definiteness and autonomy for this purpose.

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

The research object is the psychology of a modern adult.

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

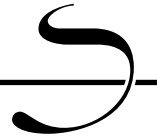
The research hypothesis: moral-ethical reflection is an essential factor defining the specificity of personal development of a modern adult.

The main hypothesis is concretized in a number of specific hypothesis.

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

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

At the first stage of the experimental study we have worked out two questionnaires for studying the level of the moral-ethical reflection of respondents. Having analysed the generalized indices of two questionnaires, we have created two experimental groups with 60 persons in each: group 1, respondents with a low level of the



moral-ethical reflection, group 2, respondents with a high level of the moral-ethical reflection.

At the second stage of the experimental study we have created a test battery for research of the sense-value sphere of personality and features of self-realization of respondents of two experimental groups by the following parameters: urgency of the need for self-realization; the degree of realization of the need for self-development; steadiness of desirable value relations to life, to people, to self; sense-of-life orientations: consciousness(existence of purposes of life), interest inthe process of life (richness of life), satisfaction with the past, orientation of the locus of responsibility; general level of reflexivity.

At the third stage we have carried out correlation analysis by means of Mann-WhitneyU-test for comparison of two experimental groups in a degree of discriminability of the above described parameters.

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

The obtained results.

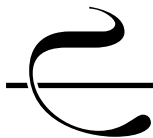
Unlike respondents of group 1 respondents with a high level of the moral-ethical reflection (group 2) showed higher indices by the following parameters: on the whole, sense-value filling of life (in particular, interest inthe process of life, internal locus of control – ability to take the responsibility for his/her own life, general level of moral-ethical good breeding),self-reflection, need for self-realization, realization of the need for self-development. We have established that the level of moral-ethical reflection correlates with indices of the sense-value sphere of personality, general level of personal reflexivity, desire of self-realization and ability to self-development.

At the fifth stage we have developed a two-day program of a seminar-training directed on increase in the level of moral-ethical general personal consciousness.

The program of this seminar-training is based on the most effective psychological models and techniques which are compatible with natural self-expression and a person's innate state to be free of obstacles of the circumstances imposed by various forms and reactions towards life, which are formed under the influence of adverse external and internal circumstances.

Goals and objectives of the seminar-training: decreasing the level of personal disorientation, increasing the level of satisfaction with life, motivating towards searching individual ways of personal and spiritual development, increasing the ability to moral-ethical autonomy, creating the possibility of planning and implementation of healthy personal development.

This program includeslecture material, games, exercises, creative tasks directed on self-knowledge, answers to questions, group discussions. The techniques directed on increase in the level of the moral-ethical and personal consciousness, offered to



participants of the training, include an alloy of philosophy, psychology and spiritual doctrines.

In 2014 we have carried out a series of primary trainings where 115 people took part. They were inhabitants of Moscow aged 35–63 years. The majority of them took part in our experimental study earlier.

Further we offer an abstract of the **“Moral-Ethical Values Which Form My Life”** seminar-training.

1. Modern categories of sense-value problems (reasons of moral-ethical degradation).
2. “Consciousness determines being”, the relation to reality which will make it possible to become a full, responsible participant of own life.
3. The conception of a three-level human nature (Spirit, Soul and Body).
4. Attention, consciousness, responsibility, “How is it possible to become a rightful owner of own life”.
5. Features of reactive behavior.
6. Mechanism of conscious behavior.
7. “There is no happiness in in the world, but there is peace and will” (features of healthy emotional-volitional behavior).
8. External and internal locus of control.
9. Dynamic attention (trainingselective attention skills).
10. Two possible stands in life: “A Victim” and “An Owner of Life”.
11. Creating the “Owner of Own Life” code.
12. The courage to create (Life as creativity. Creator – Creativity – Creation).
13. Three types of moral-ethical reflection (retrospective – the values adopted from the family and imparted by society; realities of the present – your true values with which you live now; future prospect – values on the basis of which you will construct your reality).
14. Five main values of your life.
15. The “Map of Your Life” exercise (features of your interpersonal and professional communication).
16. Practical integration of the knowledge gained during the training in own life.

After 2 weeks of carrying out the training we have carried out 3-hour post-training events directed on studying a psychological state and possible changes in public and social activity of participants of training groups. These events included the questionnaire filling of a meeting of a group format where each participant could to ask questions and express his/her towards the group in a free form. The purpose of the post-training meeting is a feedback on the process of the carried out training and abreaction of personal states.

The results of questioning and post-training conversation with participants were processed by means of the quantitative content analysis. The procedure of carrying



out the content analysis consisted in processing the text and speech by means of search of the units of analysis reflecting confirmation of the presence of an object sign being reflected in respondents' estimation of the quality of changes which they observe among themselves after participation in the training.

Categories of the analysis were distinguished by a deductive method from a sense field of desirable positive changes of participants which formed the bases of goals and objectives of the seminar training and by an inductive method from participants' of training answers. Subcategories of the analysis have reflected either presence or absence of a category in participants' of training answers.

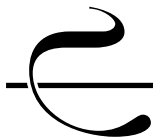
In result we have distinguished 9 categories of content analysis: 1) a participant's estimation of the seminar-training as an event promoting the general personal development; 2) rise in the general level of consciousness about a phenomenon of moral-ethical development; 3) increase in a responsible position concerning the level of own moral development; 4) improvement of a psychoemotional state and the level of general satisfaction with life; 5) decrease in the level of personal disorientation, increase in the level of consciousness concerning own life (the sense of existence became more obvious and substantial); 6) increase in the motivation towards search of individual ways of personal and spiritual development; 7) increasing the ability to moral-ethical and personal autonomy; 8) real practical steps towards improvement of interpersonal relations; 9) planning of concrete steps on reformatting own professional activity for the purpose of gaining the greatest moral-ethical and emotional satisfaction from it. For obviousness let us graphically present a share presence of each category of content analysis in answers of participants of the training (table 1).

Table 1

Presence of each category of content analysis in answers of participants of the training

Category	Share presence
1	95 %
2	100 %
3	65 %
4	80 %
5	75 %
6	70 %
7	60 %
8	65 %
9	65 %

Thus, we can state that the program of our seminar-training has established a reputation as meeting all requirements, goals and objectives, and we can recommend it



for use in the work of educational institutions, psychological and social services for clients facing such problems of personal development as problems of sense-value filling of life, personal and professional uncertainty, personal and professional dissatisfaction, lack of creative self-realization, problems of personal communication and others.

Unfortunately, modern psychological experience shows that an average person lives out of consciousness, out of his/her own true values, out of the responsibility for own life and self, out of a format of real time, either in constant thoughts of the past, or in dreams of the future, leaving behind a lot of very important for self "here and now". The person must aspire to essential self-understanding and self-realization. But it is possible to do this only having realized own true moral-ethical sources, their realization in the present self, and aspiration to become more intelligent, spiritual, ready for new frontiers of human being.

Further we plan to publish educational-methodological materials recommended to teachers, psychologists and social workers, fuller revealing the materials of this publication.

References

1. *Abakumova I. V.* Smyslodidaktika: uchebnik dlia magistrov psikhologii i ipedagogiki [Sense-didactics: the textbook for masters of psychology and pedagogics]. Moscow, CREDO Publ., 2008. 386 p.
2. *Abakumova I. V., Kagermazova L. Ts., Savin V. A.* Dialog kul'tur kak smyslotekhnologiia formirovaniia ustanovok tolerantnogo soznaniia i povedeniia studentov vuza [The dialogue of cultures as a sense technology of forming attitudes of tolerant consciousness and behavior of students of the institute of higher education]. Rossiiskii psikhologicheskii zhurnal – Russian Psychological Journal, 2013, V. 10, no. 1, pp. 46–59.
3. *Makumova A. O.* Nravstvenno-eticheskie determinanty lichnosti (na primere molodykh rukovoditelei malogo i srednego biznesa). Diss. cand. psikh. nauk [Moral-ethical determinants of personality (by way of example of heads of small and medium-sized businesses). Cand. psych. sci. diss]. Kazan, 2010.
4. *Slobodchikov V. I.* Problems of the person in the modern world. Available at: <http://www.xpa-spb.ru/libr/Slobodchikov/realnost-duha.html>
5. *Tarasyan N. A.* Osobennosti dukhovnosti i samosoznaniia sovremennogo rossiiskogo iunoshchestva. Diss. dokt. ped. nauk [Features of spirituality and consciousness of modern Russian youth. Dr. psych. sci. diss]. Stavropol, 2012.
6. *Stumpf S. P.* Dukhovnost' kak sotsiokul'turnyi fenomen: aksiologicheskaiia napravlenost' i perspektivy razvitiia. Diss. cand. psikh. nauk [Spirituality as a sociocultural phenomenon: axiological orientation and development prospects. Cand. psych. sci. diss]. Irkutsk, 2007.
7. *Maddi S.* Creating Meaning Through Making Decisions // The Human Search for Meaning / ed. by P. T. P. Wong, P. S. Fry. Mahwah: Lawrence Erlbaum, 1998, p. 1–15.



Nichiporyuk E. A.

**Trust in Self as a Condition of Professional Self-Realization
of Kindergarten Teachers of Preschool Institutions**

The article brings forward the results of the theoretical-empirical study devoted to the activity of kindergarten teachers in modern conditions. Trust in Self is considered as an essential condition of professional self-realization of kindergarten teachers. Self-realization is studied as a multidimensional phenomenon. The author has used a complex of diagnostic techniques by means of which features of trust in Self, self-actualization, importance of motivation for self-realization in the profession, satisfaction with self-realization (professional and in life as a whole), and self-attitude have been revealed. 240 kindergarten teachers of preschool institutions of Rostov region took part in the study. Recommendations intended for increasing teachers' level of trust in Self in the professional sphere are offered.

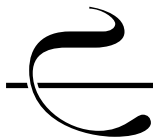
Keywords: *kindergarten teacher, trust in Self, professional self-realization, self-actualization, internal motivation, satisfaction with self-realization.*

Changes in the system of Russian education exercise a significant influence on the pedagogical activity and especially raise standards of the teachers' personality. The younger the child is, the greater the influence of the pedagogical activity and the teacher's personality is. First of all, pedagogical activity and the kindergarten teacher's personality influence a preschool child's forming system of relations to self, other people, the world as a whole. The system of the teacher's relations, on the basis of which there is his/her self-attitude, is the main means of this pedagogical problem solving. A low level of trust in self in the professional sphere, absence of the aspiration to self-realization, professional dissatisfaction may cause disarrangements in teachers' professional activity. The question arises to which degree kindergarten teachers have an optimum level of trust in self in the professional sphere. How many of them are there? How much are they satisfied with professional self-realization? These matters still remain unstudied.

Self-realization of personality is a multidimensional phenomenon, which complicates its studying and explains lack of unanimity in its understanding in various scientific schools. There is no unanimity of views on professional self-realization among researchers. Various authors consider professional self-realization concept as:

- self-realization in the professional sphere [5];
- career development [2];
- expressiveness of characteristics of self-actualizing personality among professionals realizing themselves in activity [4].

Researches devoted to professional loyalty are researches where they reveal features of professional self-realization. S. S. Baranskaya has studied the problem



of organizational loyalty and distinguished professional loyalty as one of its types [1]. It is possible to speak about professional loyalty when “the reason of organizational loyalty consists not so much in attachment to a certain organization, as in the potential of professional self-realization within it, career development within his/her own specialization” [ibid]. Professional loyalty is based on the employee’s identification with his/her professional activity, aspiration to professional self-improvement.

A number of foreign authors consider phenomena similar to professional loyalty: adherence to the sphere of employment [15], professional adherence [14], career significance [12], and professionalism [13]. These authors note that in a situation of professional loyalty the place of work (organization) is of secondary importance in relation to a character, specialization of work. It is possible to assume that when professional self-realization is impossible in a concrete organization the employee will sooner demonstrate professional loyalty and will change a work place. At the same time in our opinion the concept of professional loyalty is not completely identical to the concept of professional self-realization and there do not appear to be sufficient reasons to reduce one concept, though rather similar, to another.

In this research we took L. A. Korostyleva’s propositions [5] as a basis, and we proceed from the understanding of professional self-realization of personality as self-realization in the professional sphere. We treat self-realization of personality as “self-realization in life and daily activity, search and statement of own special way in this world, own values and the sense of own existence in each point of time” [ibid, p. 52].

We study self-realization of personality in two most significant aspects: as a goal (self-actualization) and as a state (satisfaction with self-realization). Studying features of professional self-realization is ensured in the form of estimation of the importance of internal motive of professional activity (motive of self-realization in a profession) and satisfactions with a profession.

The majority of researchers consider that self-actualization and self-realization assumes recognition of the importance of Self-. E. V. Galazhinsky notes that it is possible to assume the existence of such personal parameters which provide functioning of an open system, causing emergence of situational determinants, causing emergence of the activity focused on self-realization of a certain level [3]. We assume that trust in self can be considered as such a personal parameter.

T. P. Skripkina has carried out the first basic research of trust in self [10, 16]. She treats trust in self “as a reflexive, subject phenomenon of personality making it possible to take up a certain value position in relation to self, the world, and to construct own life strategy proceeding from this position” [11, p. 139]. The developed level of trust in self determines activity manifestations in any sphere of life activity. This proposition was a cornerstone of our research. The generated level of trust



defines the strategy of the person's activity in a concrete sphere: creative or reproductive. At an optimum level of trust in self the person will aspire to self-realization.

As far as we know, the interconnection of trust in self with various aspects of self-realization has never been a subject of independent research. N. S. Kramarenko's publication confirms this [6]. N. S. Kramarenko considers that "now a question of a role of trust in the process of self-realization as self-implementation, self-development is left open" [ibid, p. 112].

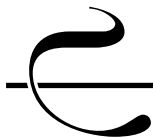
On the basis of Rostov Institute of Professional Development and Professional Retraining of Educationalists we have carried out a theoretical-empirical research, where 240 kindergarten teachers of preschool institutions (PI) of Rostov region took part. We have used the following techniques: "Assessment of Trust in Self" (T. P. Skripkina), "Motivation of Professional Activity" (K. Zamfir), "Satisfaction with the Chosen Profession" (A. A. Rean), "The Technique of Self-Attitude Studying" (S. R. Pantilev), "The Sense-of-Life Orientations Test" (D. A. Leontyev), "SAMOAL Questionnaire" (N. F. Kalina). In fact, all the techniques are questionnaires which can raise doubts regarding the credibility of the obtained data. For controlling the credibility of results, we drew the main conclusions after exclusion of the teachers who have obtained 9–10 stens of the "closeness – openness" scale by the self-attitude technique since high rates of this scale speak about insufficient reflection of representations and experiences connected with the self-concept, and also about a tendency to give social-desirable answers (S. R. Pantilev, 1993).

The results of the analysis have showed that about 30 % of teachers have obtained 9–10 stens of the "closeness – openness" scale of this technique. Because of such a great number of results not meeting the credibility, we have excluded them from further consideration and found out distinctions between teachers with different expressiveness of the tendency to give social-desirable answers. One of publications of the author gives a detailed account of results of this analysis [8].

For demonstrating the interconnection between the level of expressiveness of trust in self in the professional sphere and the level of satisfaction with self-realization in a profession the use of the analysis of variance (ANOVA) could be the most adequate. However, the difference from the normal distribution of data by a scale "satisfaction with a professional choice" enabled to use only a distribution-free method – Pearson criterion (χ^2 criterion) [9].

We have compared theoretical and empirical distribution of variants of a combination of levels of trust in self in the professional sphere and satisfaction with a professional choice, having assumed that if there is an absence of interrelation between the level of trust in self in the professional sphere and the level of satisfaction with a professional choice the empirical distribution will not differ from the theoretical one (even).

The obtained results (table 1) have demonstrated that distribution of variants of a combination of levels of trust in self in the professional sphere and satisfaction with a



professional choice statistically significantly differs from even distribution ($p < 0,001$). It makes it possible to draw a conclusion of statistically significant dependence between the level of satisfaction with a professional choice and the level of expressiveness of trust in self in the professional sphere [7].

Table 1

**The combination of levels of trust in self in the professional sphere (TP)
and satisfaction with a professional choice (SP)**

Variant No.	Levels		empirical N	theoretical N	remainder
	TP	SP			
1	low	low	14	17,6	-3,6
2	low	average	6	17,6	-11,6
3	low	high	1	17,6	-16,6
4	average	low	18	17,6	,4
5	average	average	63	17,6	45,4
6	average	high	25	17,6	7,4
7	high	low	2	17,6	-15,6
8	high	average	20	17,6	2,4
9	high	high	9	17,6	-8,6
Total			158		
Chi-square ^(a)			163,038		
Test Statistics			8		
Asymp.Sig.			,000		

^aFrequencies lower than 5 were expected in 0 cells (0%). The minimum expected frequency is 17,6.

Thus, the hypothesis that trust in self is a necessary condition of self-realization in the professional sphere is considered proved.

The influence of the measure of trust in self on the level of satisfaction with self-realization in the professional sphere depends on the significance of internal motivation for the teacher. Internal motivation expresses the teacher's desire for being a subject of the activity (to self-actualize in it, to take a delight in working). The measure of trust in self is also a reflection of the degree of the development of subjectivity in one or another sphere or in life as a whole. At average and high levels of internal motivation satisfaction with self-realization in the professional sphere is impossible without an average or high level of trust in self.

We have added one more characteristic of self-realization studied by us, the level of internal motivation, to the already existing variants of the combination of levels of trust in self and satisfaction with a professional choice (table 2).



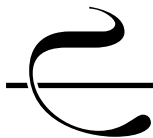
Table 2

**Variants of the combination of levels of trust
in self in the professional sphere (TP), satisfaction with a professional choice (SP)
and internal motivation (IM)**

Variant No.	Levels			Frequency	Percent
	TP	SP	IM		
1	low	low	low	6	3,8
2	low	low	average	8	5,1
3	low	low	high	0	0
4	low	average	low	2	1,3
5	low	average	average	3	1,9
6	low	average	high	1	,6
7	low	high	low	0	0
8	low	high	average	1	0,6
9	low	high	high	0	0
10	average	low	low	4	2,5
11	average	low	average	12	7,6
12	average	low	high	2	1,3
13	average	average	low	6	3,8
14	average	average	average	43	27,2
15	average	average	high	14	8,9
16	average	high	low	2	1,3
17	average	high	average	15	9,5
18	average	high	high	8	5,1
19	high	low	low	0	0
20	high	low	average	2	1,3
21	high	low	high	0	0
22	high	average	low	1	0,6
23	high	average	average	13	8,2
24	high	average	high	6	3,8
25	high	high	low	0	0
26	high	high	average	4	2,5
27	high	high	high	5	3,2
	Total			158	100,0

There is a lack of some theoretically possible variants in this sample.

1. Variant No. 21 and variant No. 7. Satisfaction with a professional choice cannot appear in a situation of the combination of a high level of trust in self and a high significance of self-realization in professional activity; satisfaction with a profes-



sional choice cannot appear in a situation of a low trust in self and a low interest in self-realization in professional activity. In the first case a person thinks he/she is an author of his/her own life and takes responsibility for a professional choice and failing satisfaction with it (choice) he/she changes a profession, position, work place. In the second case a person not considering it necessary to realize himself/herself in a profession can continue professional activity, even without satisfaction with it, taking an irresponsible stand.

2. Variant No. 19 and variant No. 3. The lack of these variants confirms the assumption of conditionality of self-realization in the professional sphere by trust in self. At a high level of trust in self it is impossible not to aspire to self-realization without satisfaction with a profession; at a low level of trust in self in the professional sphere it is impossible to work for the sake of self-realization and be satisfied with work.

3. Variant No. 25 and variant No. 9. These variants may repeat the stated above assumptions in a rather different form (point 1).

The lack of the enumerate variants once again proves the interconnection between the level of expressiveness of trust in self and the level of professional self-realization of kindergarten teachers of PI.

The research results made it possible to formulate the recommendations for increasing teachers' trust in self in the professional sphere.

The main means stimulating the development of trust in self in the professional sphere are the following:

1) trust advancing (teachers should participate in research work, be motivated towards implementation of independent workbooks);

2) creation of a success situation of with a subsequent fixation of professional achievements (initiation of preparation of publications, participation in competitions of professional skill, acquisition of a higher qualification category).

Use of these means in the work of teachers of the system of professional education and in work of heads of educational organizations will promote increasing the measure of trust in self among teachers and therefore, to provide formation and realization of their subjectivity in professional activity. These propositions demonstrate the necessity of including the modules devoted to problems of trust self-realization in programs of vocational training of teachers of the system of professional education (basic and additional) and heads of educational institutions.

References

1. Baranskaya S. S. Methods of loyalty measurement. Available at: <http://psystudy.ru> (Accessed 17 March 2011).
2. Bogatyreva O. O. Lichnostnye factory professional'noi samorealizatsii. Diss. dokt. psikh. nauk [Personal factors of professional self-realization. Dr. psych. sci. diss]. Moscow, 2009.



3. Galazhinsky E. V. Sistemnaia determinatsiia samorealizatsii lichnosti Diss. dokt. psikh. nauk [System determination of self-realization of personality. Dr. psych. sci. diss.]. Tomsk, 2002. 320 p.
4. Karpova E. A. Sotsial'no-psikhologicheskie osobennosti professional'noi samorealizatsii rukovoditelei sotsial'no-kul'turnoi sfery. Diss. cand. psikh. nauk [Social-psychological features of professional self-realization of heads of the social-cultural sphere. Cand. psych. sci. diss.]. Yaroslavl, 2007. 21 p.
5. Korostyleva L. A. Psikhologiya samorealizatsii lichnosti: zatrudneniia v professional'no isfere [The psychology of self-realization of personality: difficulties in the professional sphere]. St. Petersburg, Rech Publ., 2005. 222 p.
6. Kramarenko N. S. Doverie v protsessesamorealizatsii lichnosti (postanovkaproblemy) [Trust in self-realization of personality (problem statement)]. Vestnik URAO – Bulletin of the University of the Russian Academy of Education, 2010, no. 5. pp. 111–114.
7. Nasledov A. D. Matematicheskie metody psikhologicheskogo issledovaniia. Analiz i interpretatsiia dannykh [Mathematical methods of psychological research. Data analysis and interpretation]. St. Petersburg, Rech Publ., 2004. 392 p.
8. Nichiporyuk E. A. Sravnitel'nyi analiz osobennostei pedagogov s razlichnoi tendentsiei davat' sotsial'no zhelatel'nye otvety [The comparative analysis of features of teachers with a various tendency tendency to respond in a socially desirable manner]. Pedagogicheskoe obrazovanie: problemy i perspektivy - Pedagogical Education: Problems and Prospects. Vladikavkaz, North Ossetian State University Publ., 2010. pp. 348–352
9. Sidorenko E. V. Metody matematicheskoi obrabotki v psikhologii [Methods of mathematical processing in psychology]. St. Petersburg, Rech Publ., 2000. 350 p.
10. Skripkina T. P. Psikhologiya doveriia [The psychology of trust]. Moscow, Akademiya Publ., 2000. 264 p.
11. Skripkina T. P. Psikhologiya doveriia [The psychology of trust]. Rostov-on-Don, Rostov State Pedagogical University Publ., 1997. 250 p.
12. Adler R., Corson D. Organisational commitment, employees and performance // Chartered Accountants Journal of New Zealand. – 2003. – Vol. 82. – № 3. – P. 31–33.
13. Cacioppe R. Creating spirit at work: revisioning organisation development and leadership-part 1 // The Leadership and Organisational Development Journal. – 2000. – Vol. 21. – P. 48–54.
14. Herscovitch L., Meyer J. P. Commitment to organizational change: Extension of a three-component model // Journal of Applied Psychology. – 2002. – Vol. 87. – P. 474–487.
15. Mellor S., Mathieu J. E., Farell J. L., Rogelberg S. G. Employee's nonwork obligations and organizational commitments: a new way to look at the relationships // Human Resources Management. – 2001. – Vol. 40. – # 20. – P. 171.
16. Skripkina T. P., Tutova E. A. Doverie v strukture professional'noi kompetentnosti uchitelia [Trust in the structure of the teacher's professional competence]. Rossiiskii psikhologicheskii zhurnal – Russian Psychological Journal, 2008, V. 5, no. 1, pp. 45–51.

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.

For supplemental information please go to:
344038 Rostov-on-Don, Nagibin Av., 13, of. 518,
«Russian Psychological Journal» editorial office.
Tel. +7(863)243-15-17; fax +7(863)243-08-05
E-mail: rpj@bk.ru