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Osipova A. A.

On the Issue of the Functional Analysis of a Psychological Barrier

The article focuses on functions of a psychological barrier which are considered within the framework of various foreign psychological schools and psychological schools of our country. The author concludes that studying and analyzing functions of a psychological barrier enable the researcher to use the obtained data not only for developing a psychological theory but also for practical application.

Keywords: *psychological barrier, functional analysis, personality development.*

At the present time the “psychological barrier” concept is considered as a universal category in psychological science [12]. At the same time such questions as the origin of a psychological barrier, mechanisms of its formation and transformation, barrier functions are insufficiently known.

The majority of psychological researches consider the typology of psychological barriers in the context of the general psychological (B. G. Ananyev, S. L. Rubenstein), socio-psychological (B. D. Parygin, A. K. Markova, A. V. Morozov), activity (A. N. Leontyev, R. H. Shakurov, L. K. Povarnitsyna) and personal (D. M. Zavalishina, R. M. Granovskaya, A. Hall, P. Hill) approaches.

The “psychological barrier” phenomenon has various sense filling in native and foreign psychology. Thus, functions of a psychological barrier are ambiguously understood and treated in foreign psychological science and in the psychology of our country.

Foreign psychological science considers the psychological barrier category (and, respectively, its functions) within psychoanalytic, behavioral, cognitive and humanistic approaches.

Representatives of the psychoanalytic school consider that when a person faces a barrier this fact instinctively activates defense mechanisms which protect the inner self from an external or internal threat. According to S. Freud's psychoanalytic theory of personality the person's behavior, all psychodynamic processes are developed in result of interaction of instinctual drives and barriers, external and internal. For the description of human behavior S. Freud uses such categories as “cathexis” (which is treated as the mental energy of the instinctive sphere which is directed on certain objects and demands a discharge) and “anticathexis” (which is treated as the barrier impeding the direct satisfaction of an instinct). According to S. Freud, the purpose of



any form of human behavior is reduction of tension caused by an unpleasant accumulation of energy, and he points to two main ways of reducing the tension: the first consists in interaction with the problem situation which has caused anxiety, and in overcoming difficulties which leads to reducing the possibility of a repeat of the situation. The second way consists in distortion or denial of the very problem situation and S. Freud treated such a behavior as a "psychological defense". Thus, from the psychoanalyst's point of view a psychological barrier is shown in the form of psychological defense against unpleasant experience. Psychological defense is the main function of a psychological barrier in this approach [10].

Within the framework of the behavioral school they consider that actions on overcoming the obstacles, which bring success, cause a feeling of satisfaction, positive emotions. Further such actions are imprinted, acquired and the individual easily reproduces in the future [11]. Therefore, forming adaptive behavior is main function of a psychological barrier in this approach.

Within cognitive psychology there is a representation that formation of a certain structure of knowledge presupposes a person's conflict with contradictory information, thus there is either exception of this contradiction of the forming system of knowledge, or revision of available knowledge (cognitions) [9]. Thus, internal psychological barriers influence formation of cognitive schemes of personality.

Within the framework of the humanistic school the developing function is the main function of a barrier. According to Curt Levin, overcoming of internal psychological obstacles raises the person's level of aspiration; thus there is a stimulation of activity and increase in the energy of the person. Overcoming of an internal barrier promotes improvement of the person's spiritual potential, his/her self-actualization and self-realization. According to C. Levin, if the barrier is insuperable, the subject reduces the level of aspiration, weakens or completely loses an initiative [13].

There is no unambiguous view of a psychological barrier functions in the psychology of our country.

N. A. Berstein, a known physiologist of our country who have had studied mechanisms of regulation and manifestation of different types of activity, have assumed that the life activity process is a continuous process of overcoming of environment, and obstacles on the way of movement are powerful sources of activity therefore one of the most important functions of a psychological barrier is a function of mobilization of internal resources of an organism, their realization, definition of a measure and direction of activity [3].

S. M. Nurtdinov specifies that there was a certain dichotomizing view of the psychological barrier function in science. A psychological barrier is considered now positively, now negatively. The positive function of a barrier consists in defense function of personality in a threat situation, and the negative function of a barrier is shown in activity inhibition when there is a barrier on a way of its implementation, "mentality



functions and develops as means of overcoming of barriers. Reflection is not an end in itself, but means" [8, p. 188].

The researcher focuses on the positive function of a barrier which provides personal tolerance, "... it is possible to assume that barriers create prerequisites for development which is carried out in the course of the "deficiency" elimination: in mentality there are such changes which make up for the deficiency of internal resources necessary for overcoming of hindrances. These changes are stimulated not only from the outside by a subject of need, but also from within. The subject experiences the mobilization of internal "forces" occurring under the influence of a barrier as a state of tension, stress, discomfort. This is a deviation from a normal mode of functioning. Development leads to restoration of the broken balance and stress coping or reduction. The aspiration to balance is one of general tendencies of an organism, a basis of stability of personality. Increase of internal resources, their restructuring makes it possible to overcome resistance of one or another obstacle that, in turn, leads to personality development" [8, p. 189].

Considering functions of barriers, A. K. Markova also distinguishes two functions as the main: a constructive (positive) and negative which include a number of auxiliary functions.

She attributes to the constructive function:

- 1) indicator (shows feedback of the quality of influence);
- 2) stimulating, mobilizing.

The negative function of a barrier includes:

- 1) restraining (complicates advancement, reduces self-efficiency);
- 2) destructive (destroying) which includes motives of avoiding, refusal [6].

According to O. V. Belokhvostova, psychological barriers carry out three functions: creative, inhibitive and suppressing.

The creative function consists in mobilization of resources for overcoming the resistance of the environment impeding satisfaction of the person's needs, and also in regulation of movements taking into account the character of overcoming barriers of development, i.e. change of internal conditions for increase in functionality.

The inhibitive function consists in a full stop or repression of the person's activity on satisfaction of his/her needs.

The suppressing function has a destructive character. When a person meets insuperable barriers there is a blockade of satisfaction of important needs [2].

In his fundamental article "A Barrier as a Category and Its Role in Activity" R. H. Shakurov offers the following treatment of a psychological barrier and its functions, "The barrier is always an element of any system, it interacts with other its elements. A barrier is not simply an object. Not only existence, but also absence of an element of a system, and also space and time are barriers. A barrier is a certain relation of elements influencing the system in whole or its parts. The specificity of this influence may be



described in such words, as: resistance, inhibition, repression, counteraction, blocking, deprivation, etc. All these effects have a limiting character. Besides the external, there are also the internal limiters in the system.

In the general form the “barrier” concept can be treated as such a relation between system elements which limits the freedom of one of them. Therefore, the essence of a barrier lies in the rendered influence. It possesses the energy potential which is showing in restriction of any movement.

The barrier carries out the following main functions in relation to other elements:

- stabilization – a barrier stops movement, gives statics to it;
- correction – having faced an obstacle, movement changes its direction;
- energetization – the energy of movement is accumulated under the influence of the barrier holding it;
- dosage – obstacles dose movement, define its measure;
- mobilization – live organisms, having faced an obstacle, mobilize the energy and other resources for overcoming obstacles;
- development – changes in organisms at repeated mobilizations are consolidated that increases the functionality of a live system, gives a new quality to it;
- inhibition – a barrier retards movement, constrains activity;
- suppression (deprivation) – constantly blocking the activity of an organism, it needs, a barrier weakens and undermines its functionality.

Correction and dosage we will designate as a regulating function of barriers” [12, p. 5–7].

R. Kh. Shakurov has offered to subdivide barriers into “... value (primary) and operational (secondary) ... The elementary primary barriers create prerequisites for development of values under the influence of secondary, operational barriers. The latters are obstacles preventing from getting desired values. In the majority of cases these are social barriers which are removed only when a person perform any public requirements, for example, labor functions. Value barriers are directly connected with needs, secondary barriers are connected with aspirations and actions of the subject” [12, p. 7].

Developing R. Kh. Shakurov’s ideas in the paradigm of barrier pedagogics, A. S. Gormin notes that “a barrier has an energy potential and carries out the following functions in relation to the system in whole and to its certain elements:

- 1) the function of stabilization consists in immobilization of the system, or its planned change;
- 2) the function of correction consists in change of moving direction of the system;
- 3) the function of energetization means that system accumulates the unspent energy under the influence of a barrier;
- 4) the function of a dosage consists in movement dosing by definition of its measure according to possibilities of power overcoming of a barrier;



- 5) the function of mobilization means that the system (alive more often) mobilizes power reserves and directs them on overcoming the arisen obstacle;
- 6) the function of development consists in “learning” of a living system and formation of its tolerance towards barrier interaction;
- 7) the function of suppression consists in undermining the functionality of an organism (frustration)” [5, p. 10].

Considering internal barriers of the adult in training, I. A. Kolesnikova distinguishes the following types of barriers:

- psychophysiological (barriers concerning learning ability);
- socio-psychological (fear to be a pupil, fear of failure);
- social (lack of society’s demand for education);
- psychological and pedagogical barriers (undeveloped attitudes, absence of self-knowledge, education forms etc.) [6].

In the modern typology of barriers as certain individual obstacles arising during the person’s interaction with the world around and self-knowledge, it is possible to distinguish sense-value barriers as a specific type of psychological-didactic difficulties connected with features of sense-value development of personality and the possibility of interacting with the world around and the inner world at a personal level.

“Sense-value barriers are personal obstacles of the cogitative action initiation, connected with alienation of sense-value centrations of the subject of cognitive activity from the comprehended content, with disturbance of the process of “decrystallization” of sense, impossibility to take the cognizable to the level of personal sense. When a sense-value barrier appears the personal experience of the subject of knowledge does not become isolated on objective values or the objectivated meanings; as a result, the process of sense increment is broken; there is a deformation and regression of sense-creation. Depending on the level of formation of the sense sphere of personality sense-value barriers will differ according to dynamic and substantial characteristics. The dynamic aspect of the sense sphere is that defines the intension of estimation of events and self, and the substantial one is that the persons directly reveals from the “sense for others” in “the sense for self” [1, p. 249].

A number of authors emphasize such a function of a barrier as “ensuring the stability of personality in a development situation”. This is especially actual in developing creative thinking which takes place in solving problems (obstacles) arising on a way to the goal (G. A. Ball, A. M. Matyushkin, Ya. A. Ponomarev, O. K. Tikhomirov, L. Friedman).

In result of the analysis of a large number of psychological-pedagogical literature T. I. Verbitskaya has distinguished 14 functions of a psychological barrier, namely:

- creative – directed on overcoming of barriers, promoting creative activity;
- developing – promoting development and formation of the person’s personality and identity;
- stimulating – activating activity;



- bringing up – forming the system of value orientations developing spiritual and moral, intellectual and physical qualities of personality, ability to self-organization;
- protective – directed on stabilization of personality, defense of consciousness against the unpleasant, traumatizing experiences interfaced to the internal and external conflicts, states of anxiety and discomfort;
- training – forming abilities to overcome obstacles;
- emotional – forming abilities to realize own mental states and their reasons;
- mobilizational – preparing internal resources of an organism for their actualization, estimation of a measure and direction of their activity;
- stabilizing – promoting stabilization of the person's emotional and physical states;
- inhibition function – retarding intellectual, volitional processes, restraining activity;
- regulatory – regulating the development of relations in various situations;
- adaptational – establishing correspondence between needs of the individual and his/her potential taking into account specific conditions;
- destructive – being shown in dissatisfaction with self, low self-appraisal;
- conservative – connected with the person's spiritual potential inhibition, leading to the isolation development, depriving the person of his/her energy and resoluteness [4].

Studying and analyzing functions of a psychological barrier enables the researcher to use the obtained results not only for development of the psychological theory, but also for practical application.

The realization of the developing functions of a psychological barrier is possible only through its overcoming. Revealing the person's abilities and potential arises with a vital need and suitable conditions. It takes place when the goal becomes personally significant that leads to mobilization of forces and resources of personality, actualization of hidden reserves, disclosure of the potential which is often hidden even from the person himself/herself. The necessity of overcoming a psychological barrier leads to activation of essential spheres of the person's mentality, and the use of a psychological barrier as means of mobilization of the hidden resources of personality is an important condition of development of the person's integral identity.

According to a number of researchers, overcoming a psychological barrier is an important condition of the person's development, it actualizes the hidden potential of the person, leads to mobilization of resources, revelation of the internal potential unknown to the person.

Overcoming psychological barriers leads not only to normal functioning of the person's mentality (to decrease in anxiety, normalization of mental processes), but also to manifestation of new formations (formation of self-acceptance, development of self-control, ability to make constructive decisions etc.).



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Evmenenko E. V.

Psychological-Pedagogical Support of Subjects of Inclusive Education

The article touches upon urgent problems, principal purposes and aims of psychological-pedagogical support of subjects of inclusive education. The author explains the concept of quality in a qualitative research aspect.

Keywords: *inclusive education, integration of general and special education, psychological aid, psychological-pedagogical support, persons with health problems.*

Social transformations have promoted change of views on childhood that have led to serious changes in the system of education of our country. There are tendencies to integrative processes in a general and special education, bringing to inclusive education. The state system of early diagnostics and help for children with health problems becomes actual for scientific studying and practical introduction. The horizontal extension of rehabilitation space is observed; this is explained by the necessity of broad inclusion of various categories of children with health problems. They recognize the necessity of psychological-medical-pedagogical aid and support of children of various age groups and categories, their immediate environment, and also other participants of the educational process: pedagogical workers, healthy pupils, etc.

These and other tendencies are also reflected in the Federal Law of 29.12.2012 N 273-FL (in edition from 07.05.2013) "On Education in the Russian Federation". Thus, in article 5 "The Right to Education. The State Guarantees of Realization of the Right to Education in the Russian Federation" in clause 5.5.1 they say, "For realization of each person's right to education by federal government bodies, public authorities of the subjects of the Russian Federation and local government bodies: 1) they create necessary conditions for education of a high quality without discrimination by persons with health problems, for correction of disorders of development and social adaptation, rendering the first correctional help on the basis of special pedagogical approaches and the languages, methods and ways of communication most suitable for these persons, and conditions mostly promoting education of a certain level and a certain orientation, and also social development of these persons, including by means of the organization of inclusive education of persons with health problems" [7].

From the above stated follows that development and improvement of the system of support of a new quality of education of persons with HP in conditions of forming the inclusive model of educational practice demands solving a number of organizational-ad-

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ministrative, standard, legal, scientific-methodical, information and personnel problems for accessibility of education, preservation and strengthening of health, increase of adaptation opportunities, harmonious development of the pupil's personality, both healthy, and with health problems, strengthening of the upbringing component of education.

The solution of the above stated problems is carried out by efforts of scientists and practitioners. They develop variable models of support of inclusive processes in educational systems, form its infrastructure (psychological-medical-pedagogical consultations at educational institutions, preschool and school support services, centers of professional orientation and psychological-pedagogical consultation, trust rooms, etc.).

Thus the content of psychological-pedagogical support of subjects of inclusive education becomes one of the major tasks for studying. Its modes of the interconnected activity of all the subjects of education is aimed at ensuring effective interaction of the child with health problems with the social environment, promoting his/her self-determination, self-actualization, self-affirmation, self-development. Support (supporting, aid, providing and protection) is necessary for successful social adaptation and choosing optimum decisions in various situations connected with personal, life and professional self-determination of pupils of any educational institution.

The idea about effective organization of psychological-pedagogical support of all the participants of inclusive education is based on the following proposition:

- consideration of specific variety of support as a basis of its planning and realization in practical activity of educational institutions;
- creation of the logic of the support process on the basis of the identification of interconnected stages: strategy, tactics and technology;
- development of concrete technologies, adequate methods, way and means for the above-named educational institutions;
- improvement of the support process of social adaptation of pupils in conditions of the development of integrative activity of educational institutions [4].

Creation of the effective system of support will make it possible to solve problems of development, training and correction of children with health problems directly by efforts of specialists of educational institution, to avoid not always reasonable readdressing of the child's problems to external services, to reduce the number of children sent to special (correctional) educational institutions.

Thus, the educational process is an object of support, the system of relations of the child with the world, with people around (adults and contemporaries), with self, their development, correction, restoration is a subject of support.

The distinguished key points enable us to define the following principles of support of participants of the educational process in conditions of inclusive education:

- humanization of intensional-procedural aspects of the educational process;
- integrated, interdisciplinary approach to solving any problem of the development of a child with health problems;



- personal orientation of the complex process of support;
- variability of programs and approaches in educational and tutorial work;
- variety of types of individual and collective activity taking into account interests and abilities of both children with health problems and children with normal psychophysical development;
- professionalism and competence of teachers working in a mode of integration;
- the commonwealth, co-authorship of teachers, parents, pupils in organizing teaching and educational process, its individualization and differentiation;
- position of specialists of the system of support “on the child’s side”; protection of his/her rights and interests;

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- guarantee of continuous support of the development of a child with health problems in the educational process;
- taking into account regional features, the sociocultural and economic situation in local society.

On the whole the success of the process of support of the educational inclusion of children with health problems depends on a number of conditions:

- early identification and early social-psychological-pedagogical correction of deviations in the development of children;
- existence of a necessary program-methodical and staff support in preschool and school educational institutions of the general type;
- differentiated creation of the teaching and educational process, high variability, flexibility of the curriculum and educational programs;
- application of special ways and methods of correctional and rehabilitation work, their reasonable alternation within the teaching and educational process;
- formation and support of favorable interpersonal relations in children’s collective, and also between teachers and children, teachers and parents;
- strict observance of requirements of a protective pedagogical mode (creating a sparing routine of study and rationalization of children’s recreation, preventing overloads by studies);
- architectural suitability and material equipment of educational institutions taking into account features of development of children with limited opportunities;
- legislation in the field of mechanisms of realization of educational integration of children with problems in development [5].

We assume that the complex of these conditions will promote creation and functioning of the effective system of support of inclusive education of children with health problems, realization of their rehabilitation and integration potentials.

Thus it is necessary to understand that the level of rehabilitation potential of the personality is defined by many factors; the main of them will be: age when the ontogenetic deviation was revealed, its character, the degree of manifestation of the bro-



ken functions, and also prospects, possibilities of compensation, existence of favorable conditions of the surrounding sociocultural environment.

The level of the person's integration potential, which is a broader concept, more complex structural construct, depends on the level of rehabilitation potential. Ideally in the process of life activity of the individual there is a reorganization, transformation of rehabilitation potential in integration by achievement of systems and functions of an organism of the level of development necessary for a successful sociocultural inclusion [6].

Among the main general objectives of psychological-pedagogical support in conditions of inclusive education of children with health problems it is possible to distinguish the following:

- prevention of possible problems of a child's development;
- helping (assisting) a child in solving of actual problems of development, training, socialization;
- development of individual educational routes;
- psychological support of educational programs;
- formation of adequate self-appraisal;
- protection and strengthening of physical and psychological health;
- development of psychological-pedagogical competence (psychological culture) of pupils, parents, teachers;
- formation of society's tolerant relation to persons with health problems [2].

Depending on the educational system the content of psychological-pedagogical support has its specificity.

At the stage of preschool education – early diagnostics and correction of disorders in development, psychological ensuring of readiness of children with health problems for training at school in conditions of inclusion.

At the stage of primary school education – identification of readiness for training at school, ensuring psychological adaptation to school, stimulation of pupil's interest in educational activity, development of cognitive and educational motivation, independence and self-organization development, support in forming the desire and ability to study, development of creative abilities.

At the level of main school – support of the teenager's with health problems move to the main school, adaptation to new conditions of training, support in the solution of problems of personal and sense-value self-determination and self-development, help in the solution of personal problems and socialization problems, formation of life skills, prevention of neuroses, help in creation of constructive relations with parents and contemporaries, prevention of deviant behavior.

At the high school level – help in profile orientation and professional self-determination, support in the solution of existential problems (self-knowledge, search of meaning of life, achievement of personal identity), development of temporary per-

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spective, ability to goal-setting, development of psychosocial competence, prevention of deviant behavior.

Thus a special attention should be paid to transitional stages in the development and education of children with health problems which presupposes distinguishing of levels of support.

At the class (group) level the leading role is played by the tutor, the class teacher, teachers, tutors who provide necessary psychological-pedagogical support to the child in solving problems of training, education and development in conditions of inclusion. Main objective of their activity is prevention of the child's disadaptation, emergence of critical problem situations during interaction with participants of the educational process, independence development in the solution of problem situations.

At the establishment level the work is conducted by teachers, psychologists, teachers-logs, logopedists, teachers-speech pathologists, social teachers, engaged in consultation, revealing problems in development and social interaction of children and rendering primary help in overcoming difficulties in training, interaction with teachers, parents, contemporaries. At this level they also realize preventive, correctional developing programs covering considerable groups of pupils, carry out expert, consultative, educational work with administration and teachers.

Support of the educational process by specialists of the PPMS-center on the basis of the contract with educational institution is a possible form. The expert of support takes part in development of an educational program of an establishment, the development program, control system designing, carries out expertize and analysis of plans of training and educational work, decisions made by teachers' meeting and the management of educational institutions, and also current state of the educational process from the point of view of their psychological validity and practical efficiency in development and education of personality and educational groups, makes the relevant proposals to the management, certain institution managers [2].

Now still there is the necessity of educational institutions of the combined type for children of preschool age, and also in special (correctional) educational institutions where they render a specialized help to children with complex disorders in development, realize integrated (interdisciplinary) approach, create special conditions for correctional developing work, including in the presence of the special equipment and the highly competent staff having special educational technologies.

Regardless the step and level it is possible to distinguish the guidelines for the governments activities of experts of support in conditions of inclusive education of children with health problems.

The purpose of experts' activity in the preventive direction is prevention of possible trouble in mental development of pupils, namely: psychophysical loads, emotional frustrations, creation of the most favorable conditions for harmonious develop-



ment of the identity of the child with health problems in conditions of integration in the general education environment.

Experts of support (the educational psychologist, the social teacher, the teacher, the teacher-logopedist, the teacher-speech pathologist, medical workers) reveal features of a child development (each one in his/her field of competence), development of his/her certain new formations, compliance of a level of development of abilities, knowledge, skills, personal and interpersonal constructs with age guidelines, etc., i.e. solve problems within the diagnostic direction.

When developing a diagnostic base it is necessary to proceed from the basic principles of psychological-pedagogical diagnostics: systemacy, concreteness, scientific validity, sequence continuity, complexity, rigor, clarity of objectives, methods of diagnostics, combination of ascertaining and correctional-developing function of diagnostics, availability of techniques and procedures.

In result of an integrated approach to diagnostics of features of a child development they may create the joint diagnostic block of techniques, the general card of a child development, define criteria of risk factors for each child, and also develop individual educational notes for each child with health problems.

Diagnostic studying of the personality of the child with health problems in its diverse manifestations gives a reliable material for search of the reason of disorders, risk factors, definition of the strategy and support tactics in relation to each child.

Within the consultative direction experts in support render help to all participants of the educational process in the independent solving of the arisen problems and the problems revealed during work with the child, and also carry out consultation of all participants of the educational process regarding their competences. At this stage they discuss possible solutions of the problem, positive and negative aspects of different solutions, and also forecast of efficiency and define methods and technologies of support. During consultations they discuss a wide range of life problems which can be classified definitely as problems of adaptation to conditions of integration, protection of the rights and legitimate interests of participants of the educational process, help in solving of problems of interpersonal communication, creation of relations in social groups etc.

On the basis of the theory of integration of education, the person-centered approach, on the principles of scientific content, systemacy, taking into account the structure of defect, compensation abilities of each child the correctional-developing direction is realized.

The special attention is paid to enrichment and expansion of a concrete social experience, knowledge, formation of communicative abilities. Developing studies stimulate formation of cognitive processes – memory, attention, thinking, speech, and also promote formation of interests of children in conditions of inclusive education. The correctional direction is formed taking into account children's complex diagnosing and includes individual and group forms of work.



Individual work is directed on correction of personal features, such, as a self-appraisal, disorders of emotional-voluntary and cognitive spheres.

Group lessons, as a rule, are directed on correction of interpersonal communication, behavior, etc. During correctional process they consider the originality of a psychophysical state, specific features, disorders and deviations in development, potentialities of children.

The practical result of correctional developing work is modification of individual educational routes, statement of new problems and definition of the content of work for their solution. Besides, achievements of each child with health problems defines the specificity of the integrated prospective plan of correctional-developing lessons in a group, the definition of effective ways and methods of interaction of experts whose close cooperation determines the success of adaptation of the child at the subsequent grade levels in inclusive educational space.

For the general effectiveness of inclusive education, the analytical experts in social-developing direction, focused on creation of the developing environment in establishment, development of tendencies, abilities, interests of all the children being in the inclusive environment gains importance.

The process of support is impossible without participation of parents and teachers therefore they require carrying out the consultations focused on acquaintance with features of a child development at each of stages, on knowledge of risk factors and the main directions of correctional developing work, studying and the analysis the subject-subject relations in a family as a condition of prevention of secondary disorders. The content of work also includes normative-legal education of the educational process participants, expansion of professional orientation, definition of pupils' social role and status, cultural-moral development, formation of the responsible relation to preservation and promotion of health and prevention of addictions. Within the consultative activity they solve problems of psychological enlightenment and education, formation of psychological culture, development of psychological-pedagogical competence of all the subjects of the educational process.

Besides the stated above directions, experts of support carry out the scientific-methodical activity; they are engaged in development (design) of educational programs, carry out cooperation with partner organizations, participate in seminars and scientific-practical conferences of different levels, develop and keep the accompanying documentation, hold training methodical seminars etc.

The examination of the educational environment, educational and training programs, projects, grants, professional activity of experts, determination of the efficiency of the process of support is carried out within the analytical direction. The analytical activity makes it possible to estimate the correspondence of the educational environment to correctional-developing and educational problems, and also age and specific features of pupils, to track the efficiency of correctional-developing work with close



cooperation of experts, to track the dynamics of a child development. Besides, this activity includes processing of results of complex researches, diagnostic minima. One of the problems solved within this direction is preparation for psychological-medical-pedagogical consultations, carrying out the analysis of individual correctional-developing and rehabilitation programs, generalization of the results of analytical reports of experts of support and planning of ways of further complex support of participants of the process inclusive education [1].

In conclusion we would like to note that solving the stated above problems within the main activities of experts of support will not only promote ensuring equal access of children with health problems in the comprehensive space, but also developing general education for a whole.

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Berezin I. G.

Psychological Features of Professional Identification
of Employees of the Committee of Inquiry

As a steady trend towards a certain interpretation of “patterns” of professional activity and readiness to work according to arising sense-value attitudes, professional identification influences the level of professional activity and the extent of professional self-realization of employees of the Committee of Inquiry. The article describes results of the empirical study in which 1286 investigators took part. The author draws a conclusion that considering features of employees’ professional identification should be a component of effective leadership in conditions of work of the Committee of Inquiry.

Keywords: *sense-value sphere of personality, sense-of-life strategies, professional self-realization, identity, identification.*

The urgency of the subject of this article is caused by the increasing need of the state and society for increasing the efficiency of activity of the employees of the Committee of Inquiry of Russia (further – the Committee of Inquiry). Being a new structure in the system of state institutes of our country which are responsible for ensuring various aspects of functioning of the constitutional state, the Committee of Inquiry issues challenges for (before) psychological science which are formulated in the Federal Law “On the Committee of Inquiry of the Russian Federation”, 28.12.2010, no. 403-FZ. And first of all this is ensuring efficient and quality investigation of crimes. Legislatively, in its turn, certain priorities in the activity of the Committee of Inquiry cause the necessity of improvement of its employees’ activity, and in particular, its staffing, development and carrying out an adequate situation of personnel policy. As it is noted in the Concept of development of investigative management of the Committee of Inquiry of Russia the process of organizing the work of the Committee of Inquiry has to be accompanied by the adequate solution of personnel problems.

A special section of personnel problems is connected with search of psychological mechanisms of the head’s activation of employees’ personal and professional resource. The use of such mechanisms in real practice of managers in the work of the Committee of Inquiry will make it possible to increase the potential of conscious activity of employees in professional self-realization, will help to overcome the internal



conflicts connected with living and acceptance of self in a profession, to reveal and introspect the contradictions arising in the process of professionalizing in modern social-economic conditions between power structures and various social national groups.

Professional identification as the process of development of personal reflection of professional identity of self in correlation with a “reference pattern” of an employee of the relevant organization (professional self) for the purpose of achievement of positive professional self-identification can be considered as one of such mechanisms.

The problem of assessment employees’ professional identification and the head’s actualization of his/her professional resource on this basis is considered in various areas of psychological science. In the acmeological plan (A. A. Derkach, A. A. Bodalev, V. G. Zazykin, A. K. Markova), in the context of problems of human management (V. N. Markin, 2009) a number of questions connected with actualization of employees’ professional resource are investigated. Professional identification is considered as one of such resources; it is treated as forming the employee’s identity by intensive or long-term transformation of his/her identity at various stages of professional self-realization connected with influence of various professional and psychological factors. The quality change of the person’s identity, systematization of the information on professional activity, creation of the mechanism of formation and rational use of steady information on stages and levels of the achieved identity, formation of identification structures and functional communications helping the person to comprehend the sense of identification and to improve capabilities of identification in the direction of the increase of efficiency of own professional activity are the result of the process of identification (V. R. Orestova, 2010).

Modern psychology considers the whole range of problems of professional and organizational identification. It is analyzed as an important component defining the specificity of the individual – the organization, the individual – the group interaction (O. N. Burmistrova, 2010). G. Teshfel’s works concerning the theory of social identity and J. Turner’s works concerning the self-categorization theory became a basis for researches in this area in our country.

In labour psychology and ergonomics professional identification is defined as an internal psychological resource of the personnel which can be initiated in the process of the correct organization of managerial activity (I. P. Volkov, A. A. Grachev, A. L. Zhuravlev, Yu. M. Zabrodin). This subject resource can be considered as the integrated mental construct influencing professional activity in accordance with internal criteria of efficiency and expediency (S. A. Belousova, 2011).

However, despite active researches of professional identification in psychology of our country, one can observe an obvious deficiency of works directed on reveal-



ing its specificity among those who work in power structures and, in particular, for among employees' of the Committee of Inquiry. Generally these works are devoted to the specificity of the activity of civil service employees, representatives of business, employees of industrial enterprises and trade establishments, teachers; unfortunately, there are no such works concerning employees of the Committee of Inquiry.

Professional identity of the employee of the Committee of Inquiry presupposes achievement of a certain level of correspondence with a "reference pattern" which is set by regulating documents. The employee's of the Committee of Inquiry relation to a "reference pattern" may be revealed through research of features of his/her sense attitudes indicators of the degree of attractiveness of the profession to an employee and the degree of his/her involvement into corporate community. It takes place through continuous correlation, strengthening of social-psychological qualities which are really realized by the person, being subjectively shown in self-appraisal and are estimated as expressed self-relations. Thus in the optimum variant all the main identification processes should be outstripping in comparison with a "norm". The effect of outstripping becomes a basic kernel of the offered understanding of the process of professional identification in the described research.

1286 persons, employees of the investigative departments of the Committee of Inquiry of the Russian Federation which are deployed on the territory of the Southern and North Caucasian federal districts were respondents in our research.

For revealing features of professional identification we have made two questionnaires: the first questionnaire was focused on revealing "reference characteristics" which should be inherent in the employee of the Committee of Inquiry and which direct his/her behavior toward "laws" of a corporate community and make the "base" of corporate culture; the second questionnaire was focused on revealing different types of identification which are inherent in employees of the Committee of Inquiry, and also stages of the employee's involvement in professional community, existence of barriers of "involvement" into professional community. Questioning was carried out for revealing the specificity of value attitudes of the research participants (positive or negative) in relation to values positioned as priority by regulating documents for employees of the Committee of Inquiry.

We have distinguished and characterized reference characteristics (or reference professional competences and universal actions, as they also treat them in recent years). There are reference characteristics in many specialties, however in relation to employees of the Committee of Inquiry there is its specificity connected with features of professional activity.



Table 1

Reference characteristics of employees of the Committee of Inquiry

No.	The employee's reference characteristic	The list of positive features indicating the existence of this reference characteristic
1	Legal regulation (normativeness) of professional behavior, decisions.	A high level of socialization of personality; a high level of feeling for law and order, social responsibility: honesty, civic courage, conscientiousness, adherence to principles, irreconcilability in a struggle with violations of law and order; obligatoriness, scrupulousness, sense of duty, discipline; domination of socially significant motives in the sphere of professional activity.
2	Responsible, obligatory character of professional powers.	The developed intelligence, flexible, creative thinking, ability to a deep, comprehensive analysis, to prediction; ability to distinguish the main thing; persistence, adherence to principles in statement of decisions; courage to take and bear personal responsibility for own actions and decisions; emotional balance; adequate self-appraisal; respect for people.
3	Extreme character of professional activity, ability to work in incidental conditions	Neuropsychic (emotional) tolerance of personality: tolerance towards psychophysical overloads which influence for a long time, high capacity for work; psychological resistance to a stress, a high level of self-control over emotions, mood, the developed adaptive properties of the nervous system (force, activity, dynamism, lability, plasticity of nervous processes).
4	Non-standard, creative character of professional activity.	Cognitive activity, efficiency of thinking: developed intelligence, broad outlook, erudition; flexible, creative thinking, intellectual performance capability, quick-wittedness: analytical mentality, predictive abilities, ability to distinguish the main thing; activity, mobility of mental cognitive processes (perception, thinking, attention), capacious memory; developed imagination, intuition, ability to abstraction, reflection.
5	Procedural independence, personal responsibility.	Social maturity of personality: psychological, emotional and volitional stability: developed intelligence, flexible creative thinking, predictive abilities; courage, resoluteness, ability to take the responsibility, self-confidence, persistence at a high level of self-criticism: adequate self-appraisal, motivation to achieving success.

At the first stage of the empirical part of the research the revealed by means of frequency and content analysis parameters (correspondence of the employee's representations about own professional image and its correspondence to reference characteristics) have made it possible to distinguish and characterize levels of professional and organizational identification of employees.



The overwhelming majority of employees of the Committee of Inquiry who have taken part in diagnostics understand that have to accept reference forms of behavior (that is written down in regulating documents, and that the management demands from them) as a sample. However it is difficult for them to define those competences and personal characteristics which are necessary for them to be alike an offered reference image (60 % of respondents). The overwhelming majority of employees who have taken part in the study are at a research stage, i.e. they try to understand how they should perceive themselves as a professional community member. They are potentially ready to become such as the society and management wants to see them. But they do not understand how exactly they can reach reference patterns.

The number of employees who obviously negatively estimate "reference characteristics" (i.e. are at a denial and resistance stage in the process of professional identification), is insignificant (less than 6 % and 9 %), however in our point of view, these employees need a special attention of those who carries out their professional support (leaders, psychologists, employees of the system of professional development) as they do not accept "reference" characteristics as those which can become their personal value and a model of development.

27 % of employees are at an involvement stage when reference patterns are regarded as a guide for own development and self-improvement. Thus they reflex own problems and see ways of real overcoming of shortcomings.

Only 5 % of employees have the highest level of professional identification; they consider reference patterns of behavior as something firm, what should be executed under any circumstances (diagram 1).

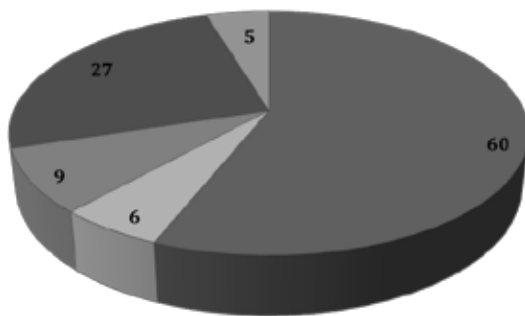


Diagram 1. The relation of employees' of the Committee of Inquiry to reference patterns of behavior

As we can see, 60 % of respondents understand that have to accept reference forms of behavior as a pattern. However it is difficult for them to define those competences and personal characteristics which are necessary for them to be alike an of-



ferred reference image. 6 and 9 % negatively estimate "reference characteristics". 27 % regard reference patterns as a guide for own development and self-improvement. 5 % consider reference patterns behavior as something firm, what should be executed under any circumstances.

Those employees who have had an average level of professional identification took part in further investigation phases.

The content analysis of answers to the questions of two questionnaires offered to the employees have made it possible to reveal strategies of professional identification of employees. We considered these strategies as a derivative from the sense-of-life strategies and strategies of professional behavior. We have united them in two groups: "positive" (positive assessment of "reference characteristics" and assessment of self as a person corresponding these characteristics) and "negative" (negative assessment of "reference characteristics" or assessment of self as a person who doesn't correspond these characteristics).

Strategies of professional identification should be considered as a certain complex:

- the employee's value relations to reference patterns;
- positive assessment of his/her own profession, his/her own professional future;
- positive assessment of his/her own organization (organization where the employee directly works);
- positive assessment of his/her own leaders;
- assessment of self from the point of view of correspondence to patterns;
- assessment of psychological climate of the organization;
- positive prospect of the development of professional community (society's assessment);
- specificity of "involvement barriers" (external and internal factors);
- development of a resource of personal interaction with colleagues.

Employees of the Committee of Inquiry who have positive professional identification of the average level realize it in the following strategies:

- neutral strategy with negativism elements, reflection of an involvement barrier ("I understand that standards are necessary, but I do not correspond to them and everything around me do not correspond to them, but I hope for positive transformations in the country and the Committee of Inquiry which will help employees to correspond more to what the society and population expect from them") – 3 %;
- neutral strategy with a positive tendency ("I understand that standards are necessary, but I do not correspond to them, however I work with those who correspond to these standards. I hope that I will become more perfect in a little while") – 6 %;
- ambivalent strategy, existence of an involvement barrier (reflection of internal factors, mismatch between professional and organizational identity) ("I know that there are people in our organization who do not correspond to standards,



and it prevents me from corresponding to them, but in other units of the Committee of Inquiry it is more nicely and I have a chance to correspond to desirable patterns in the future”) – 11 %;

–positive strategy (“in part I correspond to a standard, many my colleagues also correspond to it, however it is not absolutely clear to me what we can do for achievement of full compliance”) – 63 %;

–advancing positive strategy (“in part I correspond to a standard, many my colleagues correspond to it, and we are ready to display activity for further professional improvement. In our profession it is impossible without it”) – 17 %.

The carried-out comparison has made it possible to pass to the following stage of our research: the analysis of psychometric diagnostics among employees with various strategies of professional identification and description of symptom complexes of psychological characteristics for persons with different strategies of professional identification.

In groups with the “positive” strategy of identification we have revealed a significant correlation ($r = 0,844$ with $p \leq 0,01$) with an orientation to social activity for achieving success. The analysis of the data of the same group has revealed a statistically significant interrelation between personal differential (which it is peculiar to those who have positive professional identification) and such values as respect for others ($r = 0,749$ with $p \leq 0,05$), social status ($r = 0,658$ with $p \leq 0,05$), material welfare ($r = 0,727$ with $p \leq 0,01$) and possibility to do their own thing ($r = 0,888$ at $p \leq 0,001$). Positive correlation is also found between the profile of relation to business with the relation to another ($r = 0,770$ with $p \leq 0,01$) and social status ($r = 0,739$ with $p \leq 0,01$). In processing the results we have revealed a negative interrelation between the ambivalent strategy of professional identification and tolerance towards conflicts ($r = -0,843$ with $p \leq 0,01$). The higher the conflict level between internal and external labor motivation is, the lower the tolerance towards conflicts is and the higher the probability that in conditions of the increased emotional intensity the employee will control himself/herself badly is; this can provoke conflicts both with colleagues and other participants of professional interaction. The negative strategy was characteristic for these respondents. The obtained data testify to the effect that for employees with the “positive” strategy of professional identification it is important for other people and society to understand that their work brings real benefit and they should appreciate the great value of it as an important and socially significant activity.

The obtained diagnostic data has enabled us to reveal the main activities of the head on initiation of the development of positive professional identification of employees of the Committee of Inquiry for increasing their professional efficiency:

–creation of a considered policy of accounting the motivational sphere for involvement in a service in the Committee of Inquiry of employees with a high professional resource;



- increasing the education level and professional development of employees of the Committee of Inquiry, inclusion of educational programs for increasing the level of professional identification of employees into programs of professional development;
- the organization of study courses of employees in units with the most favorable psychological climate;
- forming and increasing the positive image of employees of the Committee of Inquiry (interaction with the press, public organizations, educational institutions).

Consideration of features of professional identification of employees should become an obligatory component of effective leadership in the Committee of Inquiry. The head working in specific conditions of the Committee of Inquiry is in a situation of search of potential resources of employees. If they are activated, it is possible to achieve more effective and productive professional activity. Professional identity and its dynamic component, professional identification become the kind of resource.

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Germanova E. V.

New Formations in a Sense Sphere of Women Who Gave Birth to Healthy Children and Children with Pathologies

The article considers problems of a new formation of a sense sphere of women who gave birth to healthy children and children with pathologies, problems of women's self-relation, sense-of-life orientation, change of value attitudes in the postnatal period, in adapting to a mother status. The author substantiates the necessity of using diagnostic instruments: the "SLO" test of D. A. Leontyev (sense-of-life orientation test), the "Value Orientations" technique of M. Rokich, coping-mechanisms of E. Heim, the test questionnaire of self-relation of V. V. Stolin and S. R. Panteleyev, the technique of studying self-relation (TSSR). Women who gave birth to healthy children (31 persons) and children with pathologies (31 persons) aged 21–49 were examinees in the research. The author offers the comparative and statistical analysis of new formations among the surveyed women, describes the conclusions obtained in empirical studying.

Keywords: *new formation, sense-of-life orientations, value orientations, self-relation, postnatal period, healthy children, children with pathologies.*

Women's sense experience of a new role and social status can be considered as a new formation of the stage of motherhood. It means creative, cognitive, and emotional transformation. Integration in a woman's consciousness of an image of the parent and the child has creative character, thus both the image of the parent and the image of the child have the subjectivity status. Cognitive transformation is connected not only with changes of women's relations to self, their own body, significant others – the husband, other children, parents, but also with understanding of the loss of personal or professional achievements. Emotional experience is connected with the woman's perception in a new social status and the reflection of how significant others perceive her new status.

It is most important to study these types of transformation in conditions of birth of healthy children and children with pathology. Mothers' self-appraisal and self-relation actively forms new senses of existence which further will be reflected not only in the mother's attitude towards the child, but also in the whole further life of both the mother and the child.

Each woman has her individual way of forming the maternal sphere though; of course, within one culture, social group, family traditions there may be some unity of representations, values and even educational strategies (how to treat crying of the child, how to play and study, how they distribute educational roles in a family, etc.). And still the scenario of motherhood is always individual. The development and transformation of the woman's sense-value sphere are also influenced by people relations of in those social groups to which she feels own belonging.



Considering new formations in the sense sphere of women who gave birth to healthy children and children with pathologies we should be plunged in the area of social-humanitarian knowledge as this area integrative and interdisciplinary today. It is very important to consider not only regularities of interpersonal interaction of subjects of various social statuses, roles and functioning, but also methodology which would make it possible to reveal both fundamental regularities and results of the applied researches, which narrowly targeted perspective, sometimes, supplies with the invaluable information on the origin, course and methods of correction of various phenomena. The psychological study of self-relation of mothers who gave birth to healthy children and children with pathology is such a narrowly targeted applied research.

Factors of parents' relation and, especially, mothers' relation to a child with a developmental disorder are treated as factors of "the first order" in psychological literature [7] because the success of the child's adaptation in the social environment will depend on the mother's self-relation and on her attitude towards the child. And as today a special importance is given to problems of training and education of children with developmental disorders, to problems of their social and psychological adaptation [12], inclusive pedagogics, this issue is the most urgent.

The research novelty of can be considered from the point of view of methodological selection of empirical tools – the techniques given below for studying self-relation of mothers who gave birth to children with pathology and without pathology, of a generally reflexive character, are directed on identifications of own relation to self, own coping-strategies and own attitude towards the child. Such approach in studying is also extremely important since it finds out value-orientation determinants of further interaction of the mother and the child with pathology that, in effect, will predetermine further social adaptation of such child.

The main psychological new formation in the sphere of consciousness of the woman, who has assumed a parental role, is sense experience of motherhood. It is a qualitatively new situation of development which starts the process of integration of own life problems of development and problems of development the child entered the woman's world. With the child's birth extraordinary deep changes occurs in a woman's life. She ceases to belong only to herself; the life of a new being will depend on her now. Such changes are perceived as change in self, and irreversible and not always desirable. Interests are gradually displaced from habitual on new, connected with the child, his/her education. This may be can be experience as loss of personal achievements.

Besides, the woman will have the reorganization of relations with her husband: they cease to be only spouses for each other, together they become parents of the



child who demands a uniform position in relation to him/her. Changes in relations with own parents and parents of the husband are not less serious. Now they expect from the future mother quality performance of maternal functions. But their idea of such a quality may differ from the idea of young parents. If in a young family spouses' finding out a common language was difficult and long or if it hasn't finished yet, all these problems are aggravated. As we have already written earlier, the scenario of motherhood is always individual. During pregnancy the woman's personality has considerable changes. Her sense sphere, relations with people around and self-relation change. This process is rather deep and difficult, and is interfaced not simply with changes, but with transformations of personality.

Today there are many works devoted to studying self-relation, integrated self-relation, subject – subject and subject – object ways of the relation to self [8]. The sense-value sphere of people of different professions and status, transformation of their sense structures, communicative strategies is also well-studied [1]. However there are not enough works analyzing sense transformations of women's personality in the postnatal period concerning the birth of healthy children and children with pathologies.

They treat the transformation of personality as “reorganization (process) and transformation (result) of personality for the purpose of correction and/or self-improvement” [4]. Resources of transformation are all the means used by personality for improvement of own life. This is change of self-image – self-concept transformation. This is knowledge, abilities, skills, raw materials, tools, capacities, thoughts, feelings, memoirs, dreams and hopes, information, people and energy. L. Zavalkevich specifies that “all these resources are indissolubly interconnected, interdependent, there are no rigid borders between them, and they do not make sense in autonomous existence” [3, p. 73].

Proceeding from the relevance of the above stated subject, women who gave birth to healthy children (31 persons) and children with pathologies (31 persons) aged 21–49 were examinees in the research.

The study and comparative analysis of such psychological features which would indicate transformation during the postnatal period among women in two groups were research problems. To them we have attributed self-relation, sense-of-life features and strategies, value orientations. Features of coping-mechanisms among women who given birth to children with pathology and healthy children were also investigated.

As methodical tools we have used: the “SLO” test of D. A. Leontyev (sense-of-life orientation test), the “Value Orientations” technique of M. Rokich, coping-mechanisms of E. Heim, the test questionnaire of self-relation of V. V. Stolín and S. R. Panteleyev, the technique of studying self-relation (TSSR). We have also created a special questionnaire for revealing self-relation and status changing in life of women who gave birth to a child.



Studying sense-of-life orientations of women who gave birth to healthy children and children with pathology we have used D. A. Leontyev's SLO technique and have drawn the following conclusions. From the scale "Life Purposes" we see difference in two groups. This difference consists in that among women of the first group the orientation on the future and aiming at a prospect is more expressed, with some idealistic tendency, while women of the second group have high indices which dominate, but they are less inclined to groundless idealistic projects, estimate a situation more soberly and estimate events more really.

In the second group there is also a small percent of the women who gave birth to children with pathology who live for the day, or seek consolation in yesterday, in recent events.

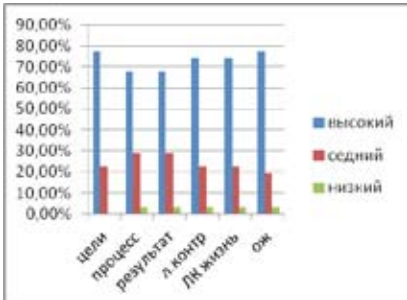


Fig. 1. Expressiveness of sense-of-life orientations among women who gave birth to healthy children

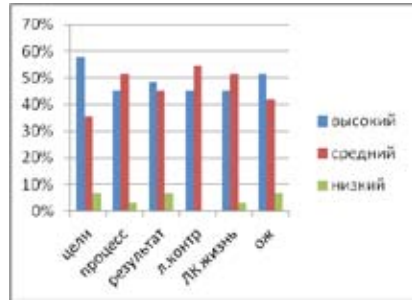


Fig. 2. Expressiveness of sense-of-life orientations among women who gave birth to children with pathologies

We believe that this is a kind of defense reaction of women concerning unpleasant news that a child was born with pathology. In the majority of cases women in both groups (51,61 % and 45,2 % respectively) perceive the life process as more emotionally rich, interesting, filled with sense. However in the first group average standard values are less expressed, and in the second group they are more expressed (29 % and 45,2 % respectively) that speaks about lower euphoria of women of the second group in emotional perception of the past; they consider the life process as intelligent and emotionally rich, but these indices are closer to standard, rather than high. In both groups there is a person who is not satisfied with own life, is fixed on the past or live in the future to the prejudice of the present. Women who gave birth to healthy children estimate the productivity of the past higher than women who gave birth to children with pathology.

In the second group average, moderate values of feeling of efficiency, self-realization and intelligence of the passable stage of life are most expressed. The locus of control is higher among women who gave birth to healthy children; they perceive



themselves as the strong personalities possessing freedom of choice, and are convinced that will be able to construct own life according to own purposes, aims and ideas of sense. Women who gave birth to children with pathology generally have average standard values of the “Locus of Control” scale, their confidence that they are masters of their own lives is expressed moderately. It is interesting that against the expressed moderate tendency to believe in their own strength, in the second group there are no low indices while in the group of women who gave birth to healthy children 3,2 % have disbelief in their own strength and possibility to control events in the life. Women who gave birth to healthy children have highly expressed “Locus of Control – Life”, which speaks about the belief that women can independently control own life, freely make decisions and realize them. Women who gave birth to children with pathology have moderate confidence that the person controls own life by himself/herself; the person can make decisions and realize them by himself/herself. In both groups there is a very small percentage of women with fatalism and disbelief in own potential in controlling own life. The general comprehensiveness of life in the group of women who gave birth to healthy children has highest results – 77,4 %. Among women who gave birth to children with pathology high results are presented only among a half of respondents – 51,61 %; the second half has an average coefficient of intelligence of life (41,9 %). It is also indicative that women who gave birth to children with pathology have a percent of low indices – 6,5 % that points to perception of own life as senseless, to a low self-appraisal and disbelief in own strength.

The statistical analysis of the difference of expressiveness of sense-of-life orientations in the group of women who gave birth to healthy children and children with pathologies shows reliable distinctions between the process, result, “Locus of Control – Life” and general life orientations. The difference on (by) “Locus of Control – Life” (at $p < 0,05$; $t = 0,003$); life process (at $p < 0,05$; $t = 0,03$); result of life (at $p < 0,05$; $t = 0,02$); general index of life ($p < 0,05$; $t = 0,04$) is the most significant.

Table 1

The reliable importance of distinctions between groups of examinees of women according to Mann-Whitney U test

Перем.	Манна-Уитни U критерий (Таблица общая.sta в Рабочая книга общая.stw) По перем. Группа Отмеченные критерии значимы на уровне $p < 0,05000$										
	Сум. ранг Здор.	Сум. ранг Пат.	U	Z	p-уров.	Z скорр.	p-уров.	N набл. Здор.	N набл. Пат.	2-х стор. точный p	
ЦЕЛИ	1011,000	942,0000	446,0000	0,485711	0,627173	0,488157	0,625439	31	31	0,634480	
ПРОЦЕСС	1130,000	823,0000	327,0000	2,161061	0,030691	2,168280	0,030138	31	31	0,030540	
РЕЗ.ТАТ	1132,000	821,0000	325,0000	2,189218	0,028582	2,199685	0,027830	31	31	0,028381	
ЛОК.КОН	1054,000	899,0000	403,0000	1,091089	0,275234	1,096501	0,272860	31	31	0,280510	
ЛОК.Ж	1183,000	770,0000	274,0000	2,907225	0,003647	2,918492	0,003518	31	31	0,003264	
ОЖ	1116,500	836,5000	340,5000	1,971000	0,048725	1,972193	0,048588	31	31	0,048222	



We have considered three main spheres of mental activity – cognitive, emotional and behavioural according to E. Heim's technique of diagnostics of coping-mechanisms. In figure 3 we present the comparative analysis of two groups of women according to adaptive coping-mechanisms.

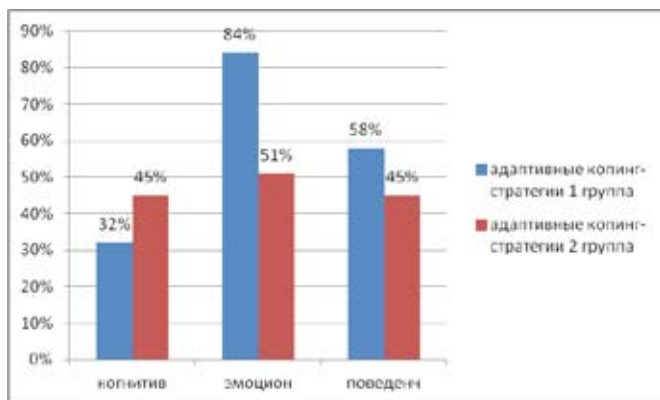


Fig. 3. The comparative analysis of coping-mechanisms of an adaptive character in two groups of women-examinees (the first group – women who gave birth to healthy children, the second group – women who gave birth to children with pathology)

The qualitative analysis specifies that the following adaptive mechanisms are peculiar to the first group of women: emotional (84 %), and they demonstrate active indignation and protest in relation to difficulties and belief that there a way out of any situation; behavioural (58 %) which is more expressed by cooperation, i.e. such person's behavior when he/she enters cooperation with significant (more experienced) people. The second group of women is also characterized by emotional coping-mechanism (51 %), and cognitive and behavioural indices are below the average (on 45 %), thus in comparison with the first group the cognitive component among women of the second group is higher – forms of behavior directed on the analysis of arisen difficulties and possible ways out them, increasing self-appraisal and self-control, deeper understanding of own value, existence of belief in own resources in overcoming difficult situations.

We have revealed differences in two groups concerning expressiveness of mechanisms of coping-strategies. In the group of women who gave birth to healthy children the behavioural component of adaptive coping-strategies which is shown in cooperation with significant (more experienced) people is highly expressed. In the group of women who gave birth to children with pathology the cognitive component of adaptive coping-strategies, i.e. an orientation to the analysis of the arisen difficulties and possible way out of them, increasing self-appraisal and self-control, deeper un-



derstanding of own value, existence of belief in own resources in overcoming difficult situations is more expressed. In this group it is also possible to note that women who gave birth to healthy children show the coefficient of cognitive coping-mechanisms approaching to the average which qualitative structure indicates the expressed dissimulation – passive forms of behavior with deliberate underestimation of troubles or conscious concealment of troubles. In both groups of women the cognitive indicator of relative adaptability is expressed more than emotional and behavioural ones that is shown in an orientation to estimation of difficulties and imparting a special sense to them and their overcoming. In certain cases such relative adaptability can preserve cognitive health of woman and fill with sense suffering or pleasure experience, but may also distract her from a constructive solution for a long time.

The difference consists in that in the group of women who gave birth to children with pathology, emotional and behavioural coping-mechanisms have indices below the average, but they are expressed more than in the group of women who gave birth to healthy children, and, therefore, getting into group of risk concerning development of adequate mechanisms of coping behavior. Women of the second group demonstrate the behavior which is characterized by aspiration to temporary departure from solving problems by means of alcohol, medicines, immersion in favourite business, travel, wish-fulfilment, and also aspiration to an emotional discharge, removal of tension connected with problems, an emotional reaction.

We have used M. Rokich's test "Research of Value Orientations" for studying value orientations of personality of women who gave birth to healthy children and children with pathology. We have carried out ranging of the presented empirical data in two groups of examinees of women. We have selected values which have obtained the first five places and the last five places; we have described medial indices which have not obtained expressiveness of ranks.

We have obtained the following conclusions. In the group of women who gave birth to children with pathology terminal values are displaced towards the importance of health, love, (have one's bread buttered for life) financial security for life. In the second group of women there is also a shift towards not significant values – existential (freedom, entertainment) and values of self-actualization of personality (creativity, beauty of nature and art). The value of self-actualization – active life, self-confidence, creativity – is the most expressed in the first group.

Concerning terminal values not importance of altruistic values – happiness of others – is common for both groups of women. Concerning instrumental values for women in both groups are characterized by responsibility, honesty, good breeding; social-conformist values, such as high salary, irreconcilability are not significant for both groups.

For women who gave birth to healthy children responsiveness and cheerfulness are significant instrumental values; it is possible to treat these qualities as existen-



ally important for communication with a child; social-conformist values – courage in views – become not significant.

The method of Spearman's rank correlation has revealed regularities between some value orientations in groups. Thus, we have reliably revealed feedback between active life and honesty (at $p < 0,05$; $t = -0,26$) beauty of the nature and tenacity (at $p < 0,05$; $t = -0,32$) beauty of the nature and breadth of views (at $p < 0,05$; $t = -0,33$), productivity of life and accuracy ($p < 0,05$; $t = -0,33$) between entertainment and tolerance (at $p < 0,05$; $t = -0,31$), between happy family life and a high salary (at $p < 0,05$; $t = -0,31$), happy family life and irreconcilability (at $p < 0,05$; $t = -0,40$), between creativity and cheerfulness (at $p < 0,05$; $t = -0,25$). These indices confirm that in both groups of the women who gave birth to healthy children or children with pathology, such universal values which are interfaced to high logical levels and high steps of spiritual self-actualization depart on the latest plan (beauty of the nature, entertainment, creativity etc.).

We have revealed direct interrelations between groups according to value orientations: vital wisdom – sense of duty (at $p < 0,05$; $t = 0,28$) health – self-control (at $p < 0,05$; $t = 0,32$) health – courage (at $p < 0,05$; $t = 0,31$) presence of friends – honesty (at $p < 0,05$; $t = 0,27$) knowledge – responsibility (at $p < 0,05$; $t = 0,26$) knowledge – rationalism (at $p < 0,05$; $t = 0,27$).

By R. S. Panteleev's research technique of self-relation we have considered indices "Self-Esteem", "Autosympathy" and "Internal Disorderliness".

The "Self-Esteem" factor included values of scales: openness (internal honesty), self-confidence, self-management, mirror self (reflection of self-relation). The complex of values of scales expresses women-examinees' appraisal of self in relation to social-standard criteria: moralities, success, will, purposefulness, social approval. Average expressed openness (77 %), high and average levels of expressiveness of self-confidence (55 % – a high index and 45 % – an average index), the average level of expressiveness of self-management (high – 48 %, average – 52 %) dominates; the expected attitude towards self concerning rather significant others is expressed by high (52 %) and average (42 %) indices. Thus, self-esteem of women who gave birth to healthy children is expressed by high (up to 55 %) and average values (up to 45 %).

The factor of "Autosympathy" included values of scales: worthiness, self-acceptance and self-attachment. These scales reflect the emotional attitude of women towards self. Worthiness is expressed by high (61 %) and average (35 %) indices, self-acceptance – average (52 %) and high (42 %) indices, self-attachment – generally average values (77 %). Thus, autosympathy of women who gave birth to healthy children is expressed by high and average values.

The factor of "Internal Disorderliness" included: internal conflictness and self-casualization. This factor is connected with negative self-relation not depending on autosympathy and self-esteem. The internal conflictness is presented by average and



low values (48 %), self-accusation is increasingly presented by low indices (61 %) and average values (29 %). As we have specified earlier, such expressiveness of low indicators of the factor of “Internal Disorderliness” speak about inadequately high self-relation up to disadaptation demanding psychological correction. Against rather high self-relation of women who gave birth to healthy children, a sharp decrease in scales of “conflictiness” and “self-accusation” can be connected with a crisis life situation of an existential character – a child’s birth, transition to a new social status, incomplete and undeveloped adaptation to new social functioning. The successful birth of a healthy child inadequately overrates women’s self-relation.

Table 2

The comparative table of the frequency of expressiveness of indices in two groups of women (percentagewise).

MIS scales	high		average		Low	
	Group 1	Group 2	Group 1	Group 2	Group 1	Group 2
Openness	23 %	29 %	77 %	71 %	0 %	0 %
Self-confidence	55 %	45 %	45 %	55 %	0 %	0 %
Self-management	48 %	35 %	52 %	52 %	0 %	13 %
Mirror self	55 %	48 %	42 %	52 %	3 %	3 %
Self-assessment	61 %	55 %	35 %	42 %	0 %	3 %
Self-acceptance	42 %	39 %	52 %	61 %	3 %	3 %
Self-attachment	13 %	19 %	77 %	71 %	10 %	10 %
Conflictiness	0 %	13 %	45 %	61 %	48 %	26 %
Self-accusation	6 %	6 %	29 %	48 %	61 %	45 %

The comparative analysis of the frequency of expressiveness of scales by the MIS technique in two groups of women indicates the lack of great differences. In both groups the majority of women show average values in openness, self-confidence, mirror self, self-attachments and conflictiness. Openness, internal honesty define rather expressed reflection, criticality, ability not to hide from self and others even unpleasant information, despite its importance. Self-confidence, self-importance are expressed by average values; internal intensity is normal. Concerning expectations towards self, women in both groups have its average values – the natural attention to self and own acts without exaggeration of own importance, but also without excessive self-derogation is expected. Moderate increase in the scale of conflictiness speaks about the heightened reflection, deep penetration into self, awareness of own difficulties, adequate image of self and absence of repression among women in both groups. However in the first group we note rather a high percentage of women (48 %) with this characteristic i.e. a half of respondents have shown very low values that speaks about the opposite significance. Besides women in both groups are not inclined to a



self-accusation, they highly appreciate and respect themselves, accept own blunders and failures, are rather confident in own strength, knowledge and abilities.

The worthiness and self-acceptance in two groups of women are also expressed by high and average values among the majority of women.

Low indices in self-accusation in the group of women who gave birth to healthy children come to the front; we explain it by undeveloped personality and adaptation of young mothers.

The self-relation structure after the test questionnaire of V. V. Stolin and S. R. Pan-teleev (SRT technique) has shown the following results. Women who gave birth to healthy children have very high indices in the level of concrete operations, namely a high level of manifestation of self-esteem, internal sequence, self-understanding, self-confidence. Emotionally and substantially these women show self-confidence in self, in own strength, abilities, energy, independence, appraisal of own capabilities, in ability to control own life and to be consecutive, to understand self, own acts and desires.

Concerning autosympathy the most part of women in both groups accept themselves, approve themselves as a whole and in particular, trust in themselves, positively estimate themselves, thus (on self-accusation indices) they see shortcomings in themselves and are ready for self-accusation in a situation of failure. At a high level of self-acceptance they are characterized by self-accusation up to negative self-feeling, expressed negative reactions in relation to themselves, such, as: irritation, contempt, jeer, self-sentences (it serves you right). It is interesting that the group of women who are not characterized by self-acceptance (19 %) are not characterized by self-accusation (19 %). Women who gave birth to healthy children expect any attitude towards self from other people, since they consider that they deserve this relation, they show integrity which is expressed in a high level of self-acceptance, kinship towards self, interest in own thoughts and feelings, readiness to negotiate with self "on equal terms", they believe they are interesting for others.

Self-relation of women who gave birth to children with pathology is characterized by striking indices in self-esteem, autosympathy, high indices in expected relations from others and self-interest. It exceeds the level of self-esteem in comparison with women who gave birth to healthy children and indicates that in 52 % of cases women from the second group expect a the positive relation towards self; 35 % expect impressive positive relation from others, and only 13 % of them have no expectation of a positive relation from others. As well as in the first group of women, there are such respondents who show absence of self-esteem or a low expressed percent in all scales.

By the results of Spearman's statistical analysis we have revealed that there is a reliable communication between the expected relation of other people and openness ($p < 0,05$; $t = 0,27$) self-confidence correlates with conflictness ($p < 0,05$; $t = 0,42$) and with self-accusation ($p < 0,05$; $t = 0,30$) and negatively correlates with self-assessment



($p < 0,05$; $t = -0,29$); self-acceptance positively correlates with self-accusation ($p < 0,05$; $t = 0,33$), self-management is interconnected with self-confidence ($p < 0,05$; $t = 0,32$) and openness ($p < 0,05$; $t = 0,29$) self-interest is interconnected with mirror I ($p < 0,05$; $t = 0,29$) and self-attachment ($p < 0,05$; $t = 0,26$).

Thus, we see that women's self-relation, value orientations and sense-of-life strategies which touch a new status of a mother are new formations of life of women who gave birth to healthy children and children with pathologies. These categories and new formations which have come into existence during the postnatal period differ among women who gave birth to healthy children and children with pathologies. Summarizing the result of the conducted research it is possible to draw the following conclusions.

1. In both groups of women adaptive mechanisms of coping-strategies are the most expressed. Thus in both groups emotional adaptive coping-mechanism is the highest index. In the group of women who gave birth to healthy children the behavioural component of adaptive coping-strategy which is shown in cooperation with significant (more experienced) people is highly expressed. In the group of women who gave birth to children with a pathology the cognitive component of adaptive coping-strategy, i.e. the orientation towards the analysis of the arisen difficulties and possible ways out the; self-appraisal and self-control increase; they have deeper understanding of own value; they believe in own resources in overcoming of difficult situations.

2. Women who gave birth to healthy children have an average coefficient of cognitive coping-mechanisms which qualitative structure indicates the expressed dissimulation – passive forms of behavior with intentional underestimation of troubles or conscious concealment of troubles. All the coping-mechanisms of relative adaptation of women in both groups are expressed by indices below the average, however there is an essential difference between two groups.

3. In the group of the women who gave birth to children with pathology emotional and behavioural coping-mechanisms indices are below the average, but they are more expressed than in the group of women who gave birth to healthy children, and consequently, getting into group of risk concerning the adequacy of development of adequate mechanisms of coping behavior. The second group of women shows the behavior being characterized by aspiration to temporary escape from solving problems by means of alcohol, medicines, immersion in a favourite business, travel, fulfilment of cherished wishes, and also aspiration to emotional discharge, removal of tension connected with problems, emotional reacting.

4. From the scale "The Purposes in Life" we see difference in two groups. This difference is expressed in the fact that women of the first group have a higher orientation to the future and aiming at the future, with some idealistic tendency; while women of the second group have high rates which dominate, they are less inclined to ground-



less idealistic projects, estimate a situation more soberly and estimate events more really.

5. In the majority of cases women in both groups perceive the life process as emotionally rich, interesting, filled with sense. However in the first group average standard values are expressed to a lesser extent, and in the second group they are more expressed which speaks about low euphoria of women of the second group concerning emotional perception of the past, they consider the process of their life intelligent and emotionally rich, but these indices are closer to standard, instead of high.

6. Women who gave birth to healthy children estimate the productivity of the passable stage of life higher, than the women who gave birth to children with pathology. In the second group average, moderate values of feeling of efficiency, self-realization and intelligence of the past are the most expressed.

7. Locus of control is higher among women who gave birth to healthy children; they perceive themselves as a strong personality possessing freedom to choose and are convinced that will be able to construct own life according to own purposes, aims, and ideas of sense. Women who gave birth to children with pathology generally have average standard values on (by) a scale "Locus of Control"; their believe that they are masters of their own lives is expressed moderately.

8. The general sensemaking in life in the group of women who gave birth to healthy children has highest results. Only at a half of women who gave birth to children with pathology have high values of sensemaking in life; another half has an average coefficient of sensemaking in life.

9. In the group of the women who gave birth to healthy children there is a very high acceptance of own self, love for (of) self, understanding of value for self and for others. Unlike the first group in the second group of women these indices are expressed moderately, adequately. At the same time in the majority of cases self-acceptance in the first group of women is expressed by average values, and in the second group – by high values. It means that women from the second group achieve self-consent more often; they accept own failures and mistakes more willingly, than women from the first group. Women of both groups show moderate tendency to changes, adequately reflex the necessity to change, are not attached to own attitudes and opinions, their self-concept is rather plastic. This fact can explain an inadequate self-relation – towards self-appraisal – among women who gave birth to healthy children – up to disadaptation.

10. In the group of the women who gave birth to healthy children they have very high indices of self-acceptance, self-love, understanding of the value for self and for others. Unlike the first group, in the second group of women these indices are expressed moderately, adequately. At the same time in the majority of cases self-acceptance in the first group of women is expressed by average values, and in the



second group – by high values. It means that women from the second group achieve self-consent more often; they accept own failures and mistakes more willingly, than women from the first group. Women of both groups show moderate tendency to changes, adequately reflex the necessity to change, are not attached to own attitudes and opinions, their self-concept is rather plastic. This fact can explain the inadequate self-relation – towards self-appraisal – among women who gave birth to healthy children – up to disadaptation.

11. In the group of women who gave birth to children with pathology, terminal values are displaced towards the importance of health, love, financial security for life. A shift aside not significant values – existential (freedom, entertainment) and values of self-actualization of personality (creativity, beauty of nature and art) in the second group of women is also characteristic. The value of self-actualization – active life, self-confidence, creativity is the most expressed in the first group.

12. Unimportance of altruistic values – happiness of others is common for both groups of women. Concerning tool values responsibility, honesty, good breeding are peculiar for women in both groups; social and conformist values – high salary, irreconcilability are not significant not for both groups.

13. For the women who gave birth to healthy children keenness and cheerfulness are significant tool values; it is possible to treat these qualities as existentially important for communication with a child; social and conformist values – courage in views – become not significant.

14. The obtained data have an exclusive practical importance for the psychologist's work at a clinic with women with existential crisis in the postnatal period, who gave birth to children with a pathology.

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Komarevtseva I. V.

The Dynamics of Tolerance to the Emotional Burnout Syndrome
Among Teachers of the System of Special Education
in the Process of Preventive Work

The article deals with the main approaches to revealing and developing tolerance to the emotional burnout syndrome among teachers of the system of special education. The author has worked out methods of diagnostics and prevention of this psychological phenomenon. The mechanism of the development of the emotional burnout syndrome and the psychological structure of the person tolerant to it are offered. The dynamics of personal features in the process of the organized preventive work is analyzed.

Keywords: *personality, emotional burnout syndrome, special teacher, psychological prevention.*

Emotional burnout is a result of interaction of personal and situational factors which results in discrepancy between personality, its resource base and requirements of professional activity and professional environment which was formed in a concrete work collective. In our opinion, this contradiction is a starting point of the development of the emotional burnout syndrome; it starts the mechanism of its formation. Analyzing it, we find that one of the main sources of discussed discrepancies are initially incorrect (or their loss) ideas of the individual of self, his/her own potential and his/her role in professional activity; another important source of discussed discrepancies are incorrect (idealistic) expectations of personality concerning the process of work, results of their professional activity and their appraisal from the social environment [1].

The emotional burnout syndrome of the professional is a dynamic state of the personality of a working person which is characterized by a combination of negative psychological, behavioural and physiological traits (symptoms) pointing out psychoemotional exhaustion, development of dysfunctional professional attitudes and professional behavior.

The mechanism of the emotional burnout syndrome is that this psychological state arises in a situation of a high emotional tension against a chronic stress (frustration of expectations), bringing to disarrangement of autoidentification of personality, merging with to environmental influences on the basis of emotional involvement which, in its turn, intensifies psychological defenses of personality functioning at a extramental level [5].

Therefore, the person inclined to the emotional burnout syndrome has difficulties of orientation in his/her own intraindividual space and prerequisites to it at the level of psychoconstitutional features and the subjective-personal relation to professional activity.

The essence of prevention of emotional burnout is reduced to formation of the person's ability to overcome difficulties and stressful influences connecting poten-



tial means for emotional stability on the basis of self-control and choosing a constructive strategy of coping behavior. In this context we pay our attention to the general concept characterizing a new state of the personality based on actualization of its resources and promoting achievement of social success – autopsychological competence. According to authors of the concept of autopsychological competence (A. A. Derkach, A. P. Sitnikov, L. A. Stepnova, I. V. Elshina), it plays an important role in development of the person's identity, enabling actualization of the person's internal psychological potential, which promotes formation of an individual style of professional activity, creativity development, formation of an effective strategy of career and life development that, in its turn, plays a great role in the maintenance of psychological health of personality and struggle against the emotional burnout syndrome [2, 4].

The study of conditions of prevention of emotional burnout of teachers of the system of special education has presupposed a stage-by-stage work.

At the first (organizational) stage we have defined purposes, experimental aims, and carried out the development of a technique of research and methods for complex studying of professional motivation, diagnostics of personal features promoting burnout, the degree of formation of emotional burnout; the development of the forming program for its prevention among teachers of the system of special education.

At the second (experimental) stage the complex of psychological conditions of prevention of emotional burnout of teachers of the system of special education within specially developed program was implemented. The organization of systematic work with teachers, directed on increasing stress tolerance of an organism when internal resources of the teacher promote painless adaptation to changing conditions of the environment became an essence of this stage.

At the third (analytical) stage we have carried out the comparative analysis of results of ascertaining and control stages of researches; we have defined the most effective psychological conditions of prevention of emotional burnout of teachers of the system of special education.

At the fourth (final) stage we have analyzed, compared and generalized the data obtained during theoretical and empirical research phases; we have formulated the main conclusions which have made it possible to prove the necessity of creation of psychological conditions for prevention of emotional burnout of teachers of the system of special education.

The experimental research on prevention of the emotional burnout syndrome among teachers of the system of special education was carried out on the basis of special (correctional) educational institutions of Stavropol (Public educational institution comprehensive school no. 36, Public educational institution comprehensive school no. 33, Municipal Preschool Educational Institution Kindergarten no. 29, Municipal Preschool Educational Institution Kindergarten no. 39) in 2009–2013.



184 teachers of special (correctional) educational institutions with 5–15 years experience took part in the flight (preliminary) research. V. V. Boyko's technique of diagnostics of emotional burnout of personality was applied as a diagnostic method.

The results of diagnostics have shown that nearly a half of examined teachers of the system of special education is subject to emotional burnout (47,8 %). Thus the "Exhaustion" phase is the least developed, while the "Tension" and "Resistance" phases are more expressed among teachers. The analysis of symptoms has shown that the "Resistance" phase is the most developed for all the indices; this allows to speak about resistance to emotional burnout, existence of potential for its overcoming and prevention. Considering that it was impossible to reveal the regularity of interrelation of working life and the expressiveness of the emotional burnout syndrome, we have continued searching personal determinants of this state among teachers of the system of special education [5].

As research parameters we have studied the following indices of psychoconstitutional features: emotional stability, orientation of personality, emotional self-control, empathy, reflection, level of subjective control, stress resistance, psychological defences; subjectively personal relation: self-appraisal, value relation to the world, autonomy, spontaneity, communication, motivation of professional activity, satisfaction with work.

The diagnostic methods were presented by the following complex of techniques: G. Eysenck's test questionnaire, the technique of the assessment of emotional intelligence of N. Hall, J. Rotter's technique the "Level of Subjective Control", the technique of Holmes and Rahe of determination of resistance to stress and social adaptation, the "Life style index" questionnaire of R. Plutchik, H. Kellerman, and H. R. Conte, diagnostics of self-actualization of personality of A. V. Lazukin in N. F. Kalin's adaptation, motivation of professional activity of K. Zamfir in A. A. Rean's modification, the integrated satisfaction with work [3].

In the aggregate of the listed parameters and methods of their measurement we have obtained 44 variables characterizing a personal zone of risk of emotional burnout. We have used the correlation analysis as the main method of further scientific search.

Carrying out intersystem correlation within which we compared personal features with symptoms and phases of the emotional burnout syndrome was the first step of our work. Figure 1 presents the scheme of the correlation galaxy.

On the basis of the analysis of the correlation analysis we have obtained the mechanism of formation of the emotional burnout syndrome on the basis of personal features. It consists in the fact that having certain psychoconstitutional and subjective-personal prerequisites the person does not know his/her intraindividual space and does not know how to cope with his/her own dynamic properties therefore loses control over his/her own emotional reactions, spending for their experience all the psychological resources, remaining exhausted and powerless for performance of over(extra) situational professional tasks and satisfaction in the obtained results of work.

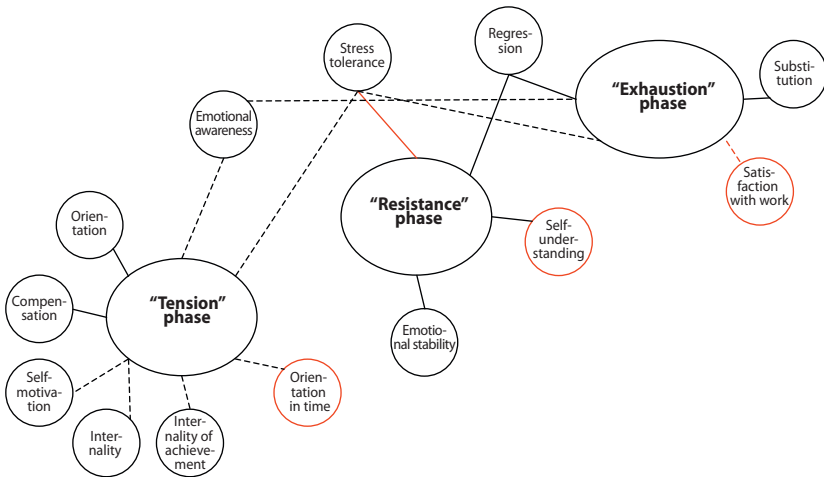


Fig. 1. The correlation galaxy of interrelation of personal features and phases of the emotional burnout syndrome

Further we have carried out the intrasystem correlation within which we have compared psychoconstitutional and subjective-personal features. Figure 2 offers the scheme of the correlation galaxy.

Thus, we have revealed a psychological structure of personality resistant to the emotional burnout syndrome: this is a person having an ambivalent orientation, understanding his/her emotional experience, possessing emotional flexibility, internal locus of control, focused on the present and the future, paying a little attention to external attributes of activity, realizing that not everything is in his/her power, not suffering from perfectionism. Consequently he/she has a high stress tolerance. He/she is characterized by voluntary control over emotions; he/she is sensitive to his/her needs and therefore is free from psychological defenses; he/she is open for communication and adoption of a new experience. Besides he/she is satisfied with achievements in work since he/she has only himself/herself to depend on; he/she knows that has achieved everything by himself/herself, and is focused on a successful prospect of the future.

Comparing the components of autopsychological competence and personal features (cognitive-sense: orientation of personality, level of subjective control, autonomy, spontaneity; emotional-value: empathy, self-appraisal, value relation to the world, satisfaction with work; reflexive-regulatory: emotional stability, emotional self-control, reflection, stress tolerance; projective: psychological protection, communication, motivation of professional activity) studied in the process of experiment has enabled



us to draw conclusions concerning the level of development this psychological construct among representatives of the experimental sample.

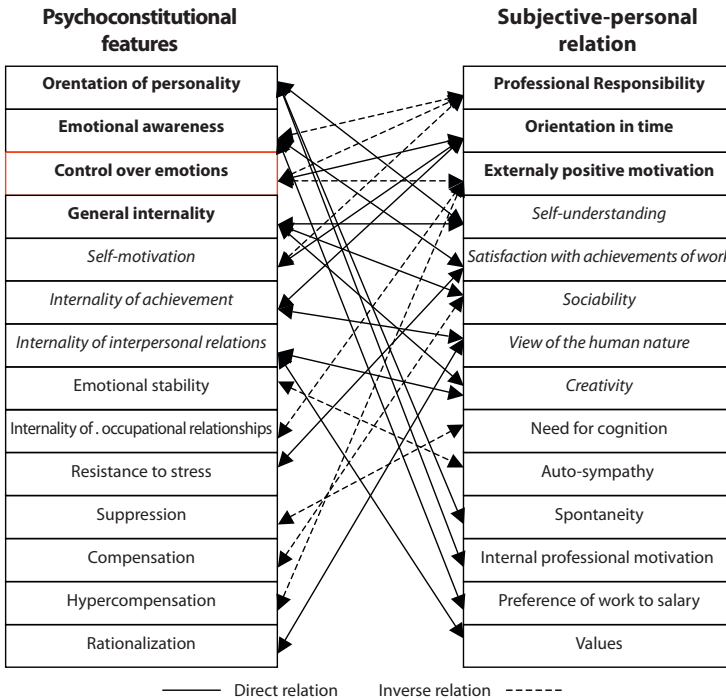


Fig. 2. The correlation galaxy of a personal zone of risk of the emotional burnout syndrome (taking into account the frequency of correlation communications)

On this basis we have distinguished levels of autopsychological competence: a high level which is generally characterized by low expressiveness of psychoconstitutional and subjective-personal prerequisites to emotional burnout, the person's knowledge of his/her own intraindividual space and the ability to control his/her own dynamic properties, and also possession of skills of replenishment of psychological resources by establishment of positive contacts with the world around and disclosures of own potentials, i.e. self-development; an average level which is characterized by either low psychoconstitutional and subjective-personal prerequisites to emotional burnout, but lack of abilities of orientation and control of his/her own intraindividual space, and also skills of replenishment of psychological resources, or existence of psychoconstitutional and subjective-personal prerequisites at intuitive or developed ability to control the intraindividual space to a greater or lesser extent, showing resistance



to loads, and to replenish psychological resources; a low level which is characterized, on the one hand, by the expressiveness of psychoconstitutional and subjective-personal prerequisites to emotional burnout, and on the other hand, lack of abilities of orientation and control of his/her own intraindividual space, and also skills of replenishment of psychological resources (table. 1).

Table 1

Distribution of special teachers according to levels of development of autopsychological competence (an ascertaining stage)

Components / groups (n=40)	Levels (%)						Value of c2 – criterion
	High		Average		Low		
	CG	EG	CG	EG	CG	EG	
Cognitive-sense	37,5	–	57,5	35	5	65	21,485
Emotional-value	47,5	–	52,5	47,5	–	52,5	14,937
Reflexive-regulatory	35	–	65	30	–	70	21,556
Projective	15	–	72,5	27,5	12,5	72,5	15,682
Autopsychological competence	32,5	–	62,5	35	5	65	18,497

From table 1 it is obvious visible that the teachers of the control group have the most formed autopsychological competence. The high level is a prevailing one; we haven't revealed the low level. In the experimental group there is a tendency to decrease in the level of formation of autopsychological competence in all the components in comparison with the control group.

The work carried out in the process of psychological prevention was directed on formation and development of personal features which have made the content of components of autopsychological competence of special teachers, and also formation of knowledge, skills of orientation of control over intraindividual space of personality, i.e. on realization of interpsychological and intrapsychological conditions. We have systemically offered factors, areas of work, purposes and actions for each aspect of a solved problem. The work was carried out according to blocks: information and practical. The main forms and methods of work were educational and training lessons.

At the control stage of experiment our attention was concentrated on revealing the dynamics of components of autopsychological competence.

The positive dynamics of the cognitive-sense component was that special teachers, having acquired information about themselves, being guided by their own potential, being ready for various reactions, having learned to analyze their own actions and their consequences, became more self-assured, independent of the opinion of people around, events and circumstances.

By the second emotional-value component we have noted that ordering of the depth and manifestations of negative feelings concerning self and the world around



has made it possible to level vulnerability and mistrustfulness, inspire with feeling of safety, openness in relation to surrounding people, and in combination with the increased level of internality satisfaction with work has increased because there has appeared more adequate appraisal of their own efforts and results in work with children with health problems; the tendency to perfectionism was reduced.

The reflexive-regulatory component has also positively changed. We note that attention towards self, his/her own feelings and experiences, their understanding on the basis of introspection and their control by means of effective and useful ways of self-control enabled teachers to become less dependent and led in respect of emotional reactions from external stimuli, to see circumstances and his/her role in their development more adequately and not to have unrealistic expectations and to be frustrated more seldom.

The analysis of the projective component has showed that participants of the experimental group have learned to build more constructive relations with surrounding people, to see partners in them, to find personal sense in professional activity, to be guided by the process of usefulness of their own actions, and to perceive the result of work not so much in standard indices, as in satisfaction of communication partners, therefore, they have mastered means of replenishing psychological resources.

In a generalized view the quantitative analysis of the level of development of components of autopsychological competence of special teachers is offered in table 2.

Table 2

Distribution of special teachers according to levels of development of autopsychological competence (a control stage)

Components /groups (n=40)	Levels (%)									Value of c^2 – criterion
	High			Average			High			
	CG	EG 1		CG	EG 1		CG	EG 1		
		test	retest		test	retest		test	retest	
Cognitive-sense	32,5	–	50	62,5	35	50	5	65	–	12,968
Emotional-value	45	–	55	47,5	47,5	45	7,5	52,5	–	13,655
Reflexive-regulatory	32,5	–	40	60,5	30	57,5	7,5	70	2,5	15,977
Projective	12,5	–	37,5	67,5	27,5	57,5	20	72,5	5	14,416
Autopsychological competence	30	–	45	60	35	52,5	10	65	2,5	17,147

In the experimental group we have noted the maximum increase in the cognitive-sense and emotional-value components. In reflexive-regulatory and, especially, projective components it was rather lower. At the same time the general level of autopsychological competence has considerably increased. It should be noted that the repeated test in the control group has showed decreasing in the level of autopsychological



logical competence on the average by 2,5–5 %. It means that without special training in development of autopsychological competence the resistance to the emotional burnout syndrome decreases.

The statistical analysis by means of χ^2 -criterion has showed the significance of distinctions in distribution of special teachers of the control and experimental groups in levels of development of components of autopsychological competence (empirical value of the criterion surpasses the critical value equal to 7,81 (reliability 0,05)).

Thus, teachers of the system of special education are inclined to development of the emotional burnout syndrome irrespective of the experience of work with children having health problems. Therefore, personal features of persons choosing this profession (the heightened level of empathy, anxiety and self-doubt, psychological defense of personality by a compensation and overcompensation type, the raised level of professional responsibility (perfectionism)) are at the heart of this process.

The emotional burnout syndrome among teachers of the system of special education is formed according to the following mechanism: on the basis of psychoconstitutional and subjectively personal prerequisites the person, not knowing his/her intraindividual space and not controlling his/her dynamic psychological properties, in the emotionally rich communicative environment loses control over emotional reactions, spends psychological resources for their experience, remains exhausted and powerless for performance of professional tasks and satisfaction with the obtained results of work.

The psychological construct of personality of the teacher of the system of the special education which is tolerant towards the emotional burnout syndrome, assumes an ambivert orientation, understanding of his/her own emotions, possession of emotional flexibility, internal locus of control, high stress tolerance, ability to control emotions voluntarily, sensitiveness to feelings and needs, freedom from psychological defences, sociability, openness to communication and adoption of new experience, trust to people and readiness for construction of the sincere interpersonal relations and satisfaction with achievements in work on the basis of personal responsibility for their qualitative level, orientation towards the present and the future, little attention to external attributes of activity, lack of perfectionism.

The complex of psychological characteristics reflecting tolerance towards the emotional burnout syndrome is a basis of autopsychological competence of the personality of the teacher of the system of special education which can be created at a high, average and low level. The level of autopsychological competence of teachers with the developed syndrome of emotional burnout is much lower, than among teachers not having it.

The organization of psychological prevention of the syndrome of emotional burnout is possible by means of the program based on realization of the complex of psychological conditions, to which they attribute: interpsychological (psychologization



of the environment in work collective – longitude psychodiagnostics of those components of personality, which are most vulnerable in the process of emotional burn-out, and psychological support including psychological education and psychological training) and intrapsychological (formation of autopsychological competence among teachers of the system of special education).

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**Maystrenko V. I.**

Features of Frequency Indices of the Heart Rate of Teachers of Yugra Depending on the Expressiveness of Symptoms of the Emotional Burnout "Resistance" Phase

The author has studied the interrelation of frequency characteristics of teachers' heart rate variability and the degree of expressiveness of symptoms of the "resistance" phase of the emotional burnout syndrome. It was discovered that symptoms of the "resistance" phase among the examined teachers are the most significant. The author has found out that absolute values of frequency characteristics are 1,5–3 times higher than standard values, that is connected with adaptive mechanisms of an organism when living in the territory of Yugra. Absolute values of frequency indices of HF, LF, VLF and LF/HF at the stage of "maturity" of each symptom of the "resistance" phase are higher than similar indices at the stage of "immaturity". It is especially expressed in LF/HF index, and these distinctions are reliably significant for each symptom (when $p < 0,01$ and $p < 0,05$ depending on a symptom). Thus, the index of LF/HF can be considered as a marker for assessing the development of symptoms of the "resistance" phase.

Keywords: emotional burnout, "resistance" phase, frequency characteristics of the heart rate variability.

Introduction

The state of emotional, physical and intellectual exhaustion resulting from a chronic stress at work essentially changes psychophysiological parameters of the person. The analysis of foreign literature and the literature devoted to studying teachers' emotional burnout (EB) has shown that the most part of researches are directed on establishment of expressiveness of various symptoms of burnout, their dependence on length of service, an educational institution type, the worker's status (I. A. Kurapova, E. O. Nenart, V. E. Orel, K. S. Milevich, etc.). They continue to study factors influencing the development of EB and groups of risk, and also develop actions for prevention and recovery of teachers (O. N. Gnezdilova, N. S. Pryazhnikov, E. V. Leshukova, etc.). The problem of studying psychophysiological changes which are provided by neurovegetative regulation (NVR) at EB development remains a little studied. It is known that the cardiovascular system works under control of genetic factors [2, 3]; however regulation of the circulatory system is very sensitive to adverse factors and reflects the general psychophysiological condition of an organism [6]. In this regard the research purpose was establishment of interrelation of emotional burnout of teachers living in conditions of Yugra with frequency indices of the heart rate variability. The hypothesis of research consisted in that the VLF frequency index changes more than other frequency indices when forming symptoms of emotional burnout as it is connected with psychoemotional tension.



The Methodology

This research was conducted on the basis of comprehensive schools of the Surgut region of the Tyumen region. Teachers took part in the study (217 women, middle age $43,49 \pm 1,07$, length of teaching experience – $19,25 \pm 1,09$). The teachers underwent psychological testing by a technique – the test for “Emotional and professional burnout” (V. V. Boyko) [1]; we have also measured indices of the heart rate variability (HRV) by the pulsoxymeter “ELOKS-01S2”, with the subsequent analysis of VSR indices by means of the ELOGRAPH program.

According to V. V. Boyko’s technique they divide emotional burnout into three phases for convenience: the “tension” phase (experience of emotional tension in connection with dissatisfaction with work, self, etc.); the “resistance” phase (it is characterized by resistance and inadequate response to the organizational aspects in work, contacts with colleagues, etc.); the “exhaustion” phase (avoiding of close emotional and personal contacts, ill health, etc.). The most significant indices of the spectral analysis: VLF, LF, HF and LF/HF were used for an assessment of the neurovegetative regulation of an organism for indices of VSR of teachers-respondents.

According to many authors, the power of a super low-frequency component (VLF) characterizes the activity of the sympathetic department of the vegetative nervous system (VNS) and humoral-metabolic regulation [9]. There is also an opinion [5, 7] that the VLF amplitude is closely connected with psychoemotional tension. The power of the low-frequency component of the spectrum (LF) characterizes the state of the VNS sympathetic department, in particular, the system of vascular tone regulation, namely the vasomotor center of a medulla and its activity decreases with age. The power of the high-frequency component of the spectrum (respiratory waves) (HF) characterizes the activity of the parasympathetic department providing processes of accumulation of energy, relaxation. According to the “International Standard” LF/HF ratio during wakefulness in a quiet state has to be within 1,5–2,0. That is in the afternoon mobilization and power consumption processes prevail, and processes of relaxation and energy restoration prevail at night, and the ratio of LF/HF becomes less than unity.

The Results

In the group of the surveyed teachers by average results in values of the “tension” and “exhaustion” phase are not created, and the “resistance” phase is in a state of formation (fig. 1).

If to summarize the number of teachers who are at stages of formation and maturity of the phases of “tension” (31 % of teachers), “exhaustion” (34,5 % of teachers), and especially the “resistance” phase (75 % of teachers), it is possible to note that symptoms of the “resistance” phase are most expressed among teachers-respondents, which characterize both the state of emotional sphere, and the professional aspects of personality.

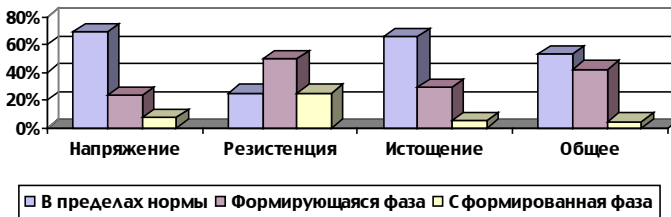


Fig. 1. Teachers' distribution diagram (percentage of the total number of examinees) according to the degree of maturity of each phase of emotional burnout (according to V. V. Boyko's test)

In the group of the surveyed teachers we have made distribution of the total number of teachers depending on the degree of formation of each symptom of the "resistance" phase which includes the following symptoms: V – "Inadequate emotional reaction" (fixing on negative emotions and their demonstration); VI – "Emotional-moral disorientation" (the reduced orientation to honest relations); VII – "Expansion of the sphere of economy of emotions" (avoiding or reduction of contacts); VIII – "Reduction of professional duties" (work "with difficulty" and decrease in the efficiency of work (fig. 2).

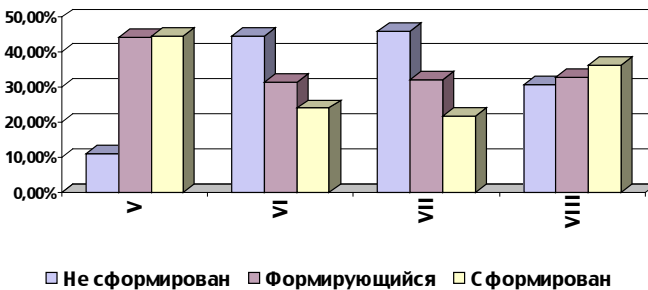


Fig. 2. Teachers' distribution diagram (%) according to the degree of formation of each of 4 symptoms (V–VIII) of the emotional burnout "resistance" phase

It follows from figure 2 that symptom V "Inadequate emotional reaction" is matured among 44,7 % and is forming among 44,2 %. A great number of teachers have matured symptom VIII "Reduction of professional duties" (among 36,41 %). There are similar results for VI and VII symptoms.

The first thing to note in the analysis of VSR frequency indices in the groups of surveyed teachers is that there is a considerable excess of standard values for all the absolute values of frequency characteristics of VSR by 1,5–3 times. Other authors have



already obtained similar results for inhabitants of the territory of Yugra [5]. Our own comparative analysis of the obtained data on VSR frequency indices with results obtained in other territories of the Russian Federation (Omsk, Arkhangelsk, Samara) has shown such considerable excesses of norms among inhabitants of Khanty-Mansi Autonomous Area. It gives grounds for the assumption that specific climate-geographical features of the territory cause tension of all the functional systems.

The statistical significance of distinctions of dispersion of values of parameters of frequency characteristics of the heart rate variability in groups of teachers with immature, forming and matured symptoms of the resistance phase was estimated by results of the discriminant analysis.

For the frequency indices characterizing symptom V "Inadequate emotional reaction" the value of Wilks' lambda (λ_w) has made 0,93 (approximate $F = 1,79$ with $p < 0,08$), for the frequency indices characterizing symptom VI "Emotional and moral disorientation", the value of Wilks' lambda (λ_w) has made 0,91 (approximate $F = 2,59$ with $p < 0,012$), for the frequency indices characterizing the VII symptom "Expansion of the sphere of economy of emotions", the value of Wilks' lambda (λ_w) has made 0,93 (approximate $F = 1,89$ with $p < 0,06$), which enables us to speak about nonrandomness of distinctions in distribution of the frequency indices on these three symptoms.

For frequency indices characterizing symptom VIII "Reduction of professional duties" the value of Wilks' lambda (λ_w) has made 0,93 (approximate $F = 1,55$ with $p < 0,14$) which we can interpret as a tendency to the nonrandomness of distinctions in distribution.

Considering average values of frequency characteristics of the heart rate variability ($\bar{x} \pm m_x$) in groups of teachers with different degrees of formation of 4 symptoms of the "resistance" phase there is the following regularity (tab. 1).

All 4 indices (HF, LF, VLF, LF/HF) at the stage of the "maturity" phase exceed similar indices at the stage of "immaturity". At the stage of "maturity" LF and HF values are the greatest and ever more remote from standard values. And statistically significant distinctions of LF index are found in symptoms V and VIII between groups of teachers with immature and matured symptom (with $p < 0,05$), and also significant distinctions of the index of HF for symptom VII between groups of teachers at the stage of "immaturity" and "maturity" of the symptom (with $p < 0,01$). The stage of "formation" is characterized in some cases by increasing the value (HF, LF, VLF and LF/HF), in other cases by decreasing. It testifies to the effect that when the phase is immature there is a better general body state. Further at the stage of "maturity" there is a very unstable state; there is a certain "system shaking" when searching a new "stable" state under new conditions.

The VLF index behaves differently depending on a symptom. When symptom V – "Inadequate emotional response" – is developed at the "formation" stage values of this frequency characteristic considerably increase (from 2265,54 to 4067,71 ms^2/Hz with



$p < 0,05$), and when this symptom is forming there is a VLF value reduction, but it is not statistically significant. Since a number of authors [7] consider that VLF reflects psychoemotional tension, we assume that such a difference of value can testify to the effect that at the stage of “formation” of this symptom there is an increase of emotional tension and the nature of this tension can occur, in particular, from the intra personal conflict in connection with rejection of own unexpected emotional reactions.

Table 1

Average values of frequency characteristics (ms^2/Hz) of the heart rate variability ($\bar{x} \pm m_x$) in groups of teachers with different degrees of formation of 4 symptoms of the “resistance” phase of the emotional burnout syndrome

Symptoms and the degree of development		VLF	LF	HF	LF/HF
V	A (n=24)	2265,54 ± 380,17*	1921,83 ± 333,35#	1363,13 ± 223,43	2,00 ± 0,31#
	B (n=96)	4067,71 ± 578,28	2975,52 ± 349,76	1649,18 ± 243,33	2,69 ± 0,25
	C (n=97)	3478,31 ± 519,11	3287,14 ± 425,56	1935,51 ± 438,88	3,10 ± 0,43
VI	A (n=97)	3398,07 ± 452,79#	2639,40 ± 326,82	1445,54 ± 263,84	2,68 ± 0,37*
	B (n=68)	3004,35 ± 568,28"	3047,65 ± 598,18	1792,31 ± 399,93	3,33 ± 0,38""
	C (n=52)	4776,15 ± 679,93	3603,17 ± 509,44	2243,96 ± 400,30	2,31 ± 0,30
VI I	A(n=100)	3495,99 ± 597,87	2815,65 ± 355,31	1333,24 ± 196,72##	2,79 ± 0,35
	B (n=47)	3347,77 ± 480,36	2930,72 ± 449,87	1459,26 ± 272,01	3,45 ± 0,54""
	C (n=70)	3933,21 ± 599,68	3304,54 ± 571,62	2526,73 ± 497,78	2,37 ± 0,38
VI II	A(n=67)	3213,40 ± 464,94	2483,46 ± 336,41#	1527,09 ± 232,35	2,55 ± 0,35#
	B (n=71)	3640,30 ± 459,88	2952,34 ± 423,55	1831,89 ± 325,72	2,51 ± 0,38"
	C (n=79)	3905,19 ± 539,82	3476,19 ± 519,34	1853,18 ± 328,30	3,26 ± 0,41

Notes: V – “Inadequate emotional reaction”; VI – “Emotional and moral disorientation”; VII – “Expansion of the sphere of economy of emotions”; VIII – “Reduction of professional duties”; VLF (power of the super low-frequency component), LF (power of the low-frequency component of the range), HF (power of the high-frequency component of the range), LF/HF (index of the vagosympathetic interaction); the degree of matureness of a symptom: A – immatured, B – forming, C – matured, n – the number of persons. Significant distinctions by Fischer’s criterion: * (#,») – $p < 0,05$, ** (##,»») – $p < 0,01$; conventional sign * – when comparing groups with the immatured and forming symptom; conventional sign # – when comparing groups with the immatured and matured symptom; «– when comparing groups with the forming and matured symptom.

When forming symptom VI – “Emotional-moral disorientation” VLF values reliably significantly increase from the “immatured” stage to the “matured” stage (with $p < 0,05$) and from the “formation” stage to the “formation” stage (with $p < 0,05$).



The results of the index of vagosympathetic interaction (LF/HF) are of greatest interest, since for this index reliably significant distinctions are obtained for each symptom. Figure 3 shows average values of the vagosympathetic index.



Notes: V – “inadequate emotional reaction”; VI – “emotional-moral disorientation”; VII – “expansion of the sphere of economy of emotions”; VIII – “reduction of professional duties”; symptom stage: A – immatured, B – forming, C – matured, n – the number of persons

Fig. 3. The diagram of average values of the index of vagosympathetic interaction (LF/HF) in groups of teachers with different degrees of maturity of 4 symptoms of the “resistance” phase

As is known from the dynamics of changing the ratio of LF/HF it is possible to control how much time it will take for an organism to switch over to a “rest mode”. Some similarity of the dynamics of symptoms V and VIII, and also similarity of the dynamics of symptoms VI and VII is observed. It is possible to assume that formation of symptoms V and VIII is accompanied by increasing domination of the VNS sympathetic department, and when forming symptoms VII the index of vagosympathetic interaction (LF/HF) reflects more unstable and intense state of an organism of teachers in the group with a forming symptom which means more expressed physiological reactions at the formation stage.

Conclusion

Symptoms of the “resistance” phase are most expressed among teachers-respondents. It was established absolute values of frequency characteristics are 1,5–3 times higher than standard values, that is connected with adaptive mechanisms of an organism when living in the territory of Yugra. Absolute values of frequency indices of HF, LF, VLF and LF/HF at the stage of “maturity” of each symptom of the “resistance” phase are higher than similar indices at the stage of “immaturity”. The frequency index of VLF changes when forming all symptoms of the “resistance” phase, however authentically significant results were obtained only on (in) symptom V – “Inadequate emotional reaction” and symptom VI – “Emotional-moral disorientation”. The index of LF/HF can be considered as a marker for assessment of development of symptoms of the “resistance” phase, since the obtained distinctions are reliably significant for each symptom (with $p < 0,01$ and with $p < 0,05$ depending on a symptom).



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**Priymak E. N.**

Features of the Formation of Social Maturity of Conscripts in the Socialization Process at the Military Service Stage

The article substantiates the urgency of studying the problem of the formation of social maturity of youth in the socialization process in the armed forces of Russia. The author offers results of the empirical study of social maturity of conscripts; 140 examinees, young people aged 18–23 years (110 conscripts and 30 students of universities for the humanities) took part in this study. The author concludes that because of insufficient social maturity, a low level of spiritual-moral and civil culture, lack of experience of independent constructive solving many life problems many young people are “infected” by civil infantilism and social nihilism, parasitical moods and lack of initiative that is directly and indirectly reflected in readiness of young generation for performance of the duties of a soldier for the defense of the Motherland.

Keywords: socialization, social maturity, military personnel, individual values.

Transformational processes which affected all the spheres of society's life activity have caused changes of social institutes and sociocultural processes. Changing socio-cultural conditions have also changed the process of socialization of rising generation.

According to scientists, the process of socialization of the person has become more complex and extended in modern conditions, and respectively criteria of his/her social maturity have become different. They are determined not only by his/her entry into an independent life of work, but also by graduating from the university, obtaining of a profession, real political and civil rights, material independence [2, 3, 6, 7, 8].

Formation of social maturity of youth takes place under the influence of many social institutes representing various spheres of the person's life activity, having a rigid organizational structure, for example, in army, and also spontaneous influence of various youth organizations and subcultures, mass media.

This plurality of institutes and mechanisms of socialization is not a rigid hierarchical system; each of them carries out specific functions in the development of personality.

The army is one of institutes of socialization of youth where young men gain the experience of combat training and marching, and also the experience of moral-psychological training, strengthening of civil and patriotic values, new experience of accommodation in a special mode of life. The army way of life is characterized by accommodation in conditions of spatial isolation, rigid regulation of life, the necessity to obey army rules and other special conditions of life, ceremonies and rituals unquestioningly.

Being a social institute the army carries out certain sociocultural functions: integrative, regulatory, identification, value-standard, socio-structural, socialization and education, social circulation. These functions are the basis of providing the state's sovereignty, formation of the society and army of a syncretical type [5].



The process of formation of social maturity of youth, young men's choice of a further course of life when serving in the armed forces in conditions of cardinal transformations of the Russian army has its specificity.

According to modern researches they have studied various aspects of social maturity: a number of scientists consider social maturity as a maturation boundary (S. N. Ikonnikova, V. T. Lisovsky), other consider certain aspects of social maturity (S. L. Bratchenko, S. G. Vershlovsky, V. N. Maksimova, T. E. Strachenko, A. Ya. Fliyer, V. I. Fomin), conditions of formatting social maturity (B. P. Bitinas, V. G. Bocharova, A. V. Mudrik).

As criteria of social maturity various researchers define: its value orientation (K. A. Abulkhanova-Slavskaya, L. I. Bozhovich, I. V. Dubrovina, K. K. Platonov, V. I. Slobodchikov, N. I. Soboleva, F. R. Filippov); consciousness, activity of behavior (K. A. Abulkhanova-Slavskaya, I. S. Kon); the highest degree of the development of abilities (A. A. Bodalev, A. V. Petrovsky, A. N. Sukhov); character traits – responsibility, self-dependence, independence (M. Robber, I. B. Slyusar); a person's achievement of certain results in life (I. A. Bayeva, I. S. Kon).

Features of formation of social maturity of conscripts at the stage of service in the armed forces are studied insufficiently. Problems of socialization and education of the military personnel are investigated in works of M. I. Tomchuk, B. C. Gorbunov, V. A. Polosin, V. N. Loskutov, V. E. Talyneva.

Within the limits of psychological-pedagogical researches there are studied: features of formation of social-moral maturity of cadets' personality in the process of higher education (A. O. Koshelev), personal features of officers of special service unit (E. V. Apasov).

Ideas of prevalence of one of times or time orientation in connection with personal features of the person have found reflection in works of F. Zimbardo, D. A. Leontyev, I. A. Spiridonova, A. V. Seryy, his/her biographic crises and life programs (K. A. Abulkhanova-Slavskaya, R. A. Akhmerov, I. A. Ralnikova) [6, 9, 10].

Military service is the major period of social and civil formation of personality, the period of interest in problems of social reality and their critical comprehension, definition of his/her own place in social relations. When serving in the armed forces the conscript acquires the language, social values, norms, culture inherent in the army life, social community, group, and reproduces social communications and social experience.

Modern researchers note that a socially mature personality is treated as an active member of society accepting and carrying out his/her social obligations in compliance with moral certainty.

Military service is young men's fulfillment of a social duty fixed in the Constitution of the Russian Federation.

According to D. I. Feldstein, the degree of social maturity is shown in development of social norms, existence forms, in their concrete realization, i.e. in the level of self-consciousness [8].



Studying the character of conscripts' relation to the forthcoming military service has shown its contradictoriness. On the one hand, conscripts realize positive aspects of serving in military units, on the other hand, they feel uncertainty concerning the forthcoming everyday life of military service. Thus the inability to stand up for himself, or rather, ability to find his own place in the army life in the opinion of conscripts define uncertainty in army tests. Let's pay attention to the circumstance that leading motives in a positive feelings concerning military service are not social, but personal motives. "An aspiration to become self-reliant and independent people" is a factor which gained rather a weighty value (10,8 %) for a positive mood. Fears because of unpredictability of the development of situations during military service, possibility to spend resources and the potential of personality are negative components of health which prevail among them.

Considering conscription and the stage of service in the army as a certain stage of socialization which is characterized as a critical stage in conscripts' life, attended with changing the way of life, and reappraisal of values and vital attitudes we have made an attempt of studying these phenomena.

For the purpose of studying features of formation of conscripts' social maturity during military service in the armed forces of Russia we have used the following psychological techniques: F. Zimbardo's questionnaire of time prospect, "Sense-of-Life Orientations" of D. A. Leontyev (SLO), the test of viability (S. Maddi), the questionnaire on definition of coping-strategies of behavior [9, 10].

40 examinees, young people aged 18–23 years (110 conscripts and 30 students of universities in the humanities took part in this studying. The statistical analysis was carried out by means of the STATISTICA 6.0 package, the correlation analysis of r -Spearman; the following results were obtained.

The analysis of results of the "Time Prospects" technique has shown that values of indices of scales "the negative past", "the positive past", "the fatalistic present" in the studied group of respondents are typical. Young men-students and conscripts with secondary vocational education have showed the greatest values of "the negative past" scale. It is possible say that the young men of these groups have had a negative experience of feelings in the past which still disturbs them.

The correlation analysis results have showed that the index of sensemaking in life in SLO negatively correlates with "the negative past" (ZTPI) ($r = -0,55$; $p = 0,00003$).

About a half of respondents (48 %) have a high level of expressiveness of "the positive past" which speaks about the nostalgic relation to the past, actualization of the need for safety.

High indices in the studied group of respondents are also observed in scales: "the hedonistic present" and "the future". High results of "the hedonistic present" scale reflect the hedonistic, risky, "reckless" relation to time and life; for youth it is important to experience bright emotions, to establish positive relationship. Similar attitudes reflect



the orientation to pleasure, nervousness, excitement, pleasure in the present and absence of care of future consequences or victims in favor of future awards.

The obtained results may be explained by that the sphere of entertainment and rest plays an important role in a modern "information" era and is of great importance for youth. The media industry, the film industry, musical business and others promote strengthening of hedonistic guidelines which gain the increasing importance. If money has a high status, it is logical that they need to be spent "effectively", the sphere of entertainment is the most demanded here. Hedonism becomes a defining value of behavior and life choices for youth [2].

The orientation to the hedonistic present positively correlates with the positive past experience ($r = 0,4$; $p \leq 0,05$) where the past seems pleasant, they see it through rose-coloured spectacles, with a note of nostalgia. The orientation to enjoyment is positively correlates with confrontative coping-strategy ($r = 0,42$), which is characterized by a certain aggression and the tendency to risk; it negatively correlates with an interpersonal intolerance ($r = -0,4$).

Conscripts' fatalistic present is more predetermined by the past negative experience of respondents ($r = 0,79$) that can testify to the effect that respondents treat life as a preset situation which cannot be changed; the destiny is fatal and there is no possibility to affect the future and the present. There is a communication of the fatalistic present and with the positive past ($r = 0,45$), but less weak, than in the previous couple of variables. This fact indicates the discrepancy and a great influence of last experience on creation of own life in the present. Vital fatalism of the present positively correlates with viability parameters: involvement ($r = 0,51$), risk acceptance ($r = 0,41$) and viability ($r = 0,64$). These parameters of viability also positively correlate with the negative past experience of conscripts. The conscripts burdened by the past negative experiences are more inclined to risk and reckless behavior. The interrelation between the negative past and viability can testify to the effect that negative experience demands certain resistance to stress and promotes formation of a certain level of viability of personality.

High indices of the scale of "future" characterize conscripts' orientation to the future and possible prospects of own course of life. The future has a positive significant connection with life process ($r = 0,38$) which speaks about the fact that the more comprehended, emotionally rich, examinees perceive the process of life, the better they perceive the future. There is an inverse relationship between the aspiration to planning of the future and existence of a certain discomfort and static character in relations with others ($r = -0,4$), inability to accept another and to interact with him/her.

The modern young man has much greater liberty of choice of profession, patterns of behavior, partners in life, style of thinking, than his contemporary 20–30 years ago. Among many young men the level of requirements, claims, expectations is characterized by maximalism; it doesn't correspond to his mission, abilities, which often leads



to failure of plans and disappointment connected with this, dissatisfaction with the made choice.

The process of successful achievement of maturity at youthful age in conditions of military service is defined by sense-of-life and value orientations of personality, actualization of ethical and civil standards and attitudes when choosing and decision-making.

“At the stage of adoption of ethical standards through the system of personal values a person comes to “setting” of senses using all the mechanisms of generation of senses – when the sense of the comprehended content is revealed through a special existential act in which the subject establishes the importance of something in his/her life by his/her conscious and responsible decision” [1, p. 49].

Absoluteness of military obedience entirely follows from the character of military organization and is the immutable principle of service relationship, a core of military discipline. This fact is in a conflict with expectations of youth and its orientation to freedom and independence that also causes the crisis nature of adaptation to army life.

The positive past has the most great number of correlation communications. The respondents focused on the positive past when choosing the strategy of behavior more resort to search of social support ($r = 0,54$) and to escape, avoiding ($r = 0,58$) and to a lesser extent to planning of the solution of problems ($r = -0,4$). The positive past in many respects determines conscripts' relation to the hedonistic present ($r = 0,41$) and to the fatalistic present ($r = 0,45$).

The intensional relation to the past is positively connected with sensemaking in life. The communication of the positive past with the process of life once again confirms the communication of the past with the present; the present is supported by memories of the past. In this sample of respondents the locus of control – life is connected with the positive past. The ability to operate own life rests upon the past positive life experience. According to the data of the “Value Range” technique, the majority of respondents associate the past with the ease of life. Concerning the past the following dyads have obtained an equal quantity of selections: the past – completeness (12,5 %), the past – ease (12,5 %), the past – simplicity (12,5 %) [4].

Comparison of the positive and negative opinions on military service widespread among conscripts makes it possible to say that military service did not lose its value for them. At the same time uncertainty in real prospects of military service is shown in their mood. Besides, conscripts are inclined to share opinion on a low professional standard in the army.

The carried-out theoretical analysis of the studied problem and the psychological analysis of the results of empirical research have made it possible to draw the following conclusions:

- social maturity of the individual is especially shown in processes of the compelled change of the sphere of principal activity, in this case in conditions of military service;



- military service a critical stage in life of a conscript, changing a social situation of development, provokes the development of personal crisis, intensifies processes of sense dynamics and finds reflection in transformation of vital prospect of personality;
- in a time continuum “the past – the present – the future” conscripts demonstrate fixing on the past which may indicate the expressed infantility of conscripts;
- conscripts’ time orientation towards the hedonistic present determines the relation to life as to a full of entertainment and pleasures;
- when determining the value of military service young people appeal to economic benefits and individual values, rather than to social ones;
- military service comes into conflict with vital plans of the majority of youth, complicates the realization of significant individual values. In this regard values of military service lose their actuality in the consciousness of youth, become secondary; attitudes to its active avoidance are formed.

Thus, in view of insufficient social maturity, a low level of spiritual-moral and civil culture, lack of experience of the independent constructive solution of many life problems many young people are “infected” by civil infantility and social nihilism, parasitical moods and lack of initiative that is directly and indirectly reflected in readiness of young generation for performance of the duties of a soldier for defence of motherland.

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Selezneva Yu.V.

The Influence of the Professional Activity of the Teacher of the Preschool Educational Organization on the Development of Professional Deformations

The article deals with the problem of the development of professional deformations among teachers of preschool educational organizations (PEO); the author substantiates the influence of the professional activity of the teacher of PEO on formation of specific variants of professional deformations. Teachers of PEO having 1–5 and 10–15 years experience were examinees in the research. Results of this research have made it possible to describe the type of professional deformations among teachers of PEO. As the length of teaching experience increases, under the influence of features of the professional activity, the tension in using psychological defences increases and their representation changes qualitatively among teachers of PEO; the choice of behavior strategies in settling conflict situations also changes; accentuations of personality traits are sharpened.

Keywords: professional development, professional deformations, trust, psychological defence, character accentuations.

Addressing to the “profession” concept, E. A. Klimov notes that “profession” is a destiny, a person’s course of life, way of life, way of thinking, stereotypes of perception of the world, and a person’s social type [5, p. 372]. According to the object of work, the profession of “educator” is a socionomical profession; concerning purposes it is a transforming one; in relation to the conditions of work the educator’s work is a work under the increased responsibility for people’s life and health. The factor of the increased responsibility attributes it to the most stressful professions which determines the nature of changes occurring with the teacher of PEO when the experience of teaching increases. Now the analysis of features of the educator’s professional activity makes it possible to speak about rather complicated destabilizing working conditions: the general decline in prestige of preschool education, lack of clearness in planning and labor organization; existence of professional conflicts and not always favorable psychological atmosphere of professional activity; features of the management style (the excessively authoritative style blocks the teacher’s independence, sensemaking in decision-making; on the contrary, the soft style of management can give rise to anxiety, decrease in initiative and so forth); parents’ steep demands and the impossibility to solve a number of problems in own teaching practice because of absence of necessary knowledge among teachers of PEO. Thus, for example, the number of children with “special” educational needs increases now. Proceeding from the teacher’s of PEO purposes (creation of conditions for successful socialization of children, creation of the content of education taking into account the age and standard models of development), there is a necessity of providing norms of development for different categories of children. However it is often impossible in practice because of absence



of the teacher's special knowledge in the field of support of a "special" child. This situation involves decrease in the quality of work, change of the teacher's professional self-appraisal and natural growth of discontent of parents. The teacher's long-term staying in a situation of excessive psychoemotional tension can promote the development of unconstructive forms of interaction with stress when instead of active actions which allow to cope with a situation adequately the teacher shows a high degree of adaptation to adverse conditions that is often accompanied by use of a large number of psychological defenses.

According to researchers (E. F. Zeyer, A. K. Markova, etc.) one of variants of the development of professional deformations consists sharpening of professionally significant qualities necessary for a profession which, developing in a mode of professional activity, "are exploited" and get to the category of the undesirable with the years. Concerning pedagogical profession the solution of professional problems always means the teacher's inclusion in various situations of professional communication. Providing the success of professional activity, the excessive development of skills of pedagogical communication at the level of emergence of professional deformations can be presented as the increased talkativeness and disregard of others (in this case communication gains great, sometimes unjustified expressiveness in a mode of professional activity and out of the professional environment); the excessive attention to forming technologically correct dialogues can turn speech into a complex of speech stamps with the years, depriving communication of spontaneity and openness. Besides, pedagogical communication in a teaching practice mode has some features: dogmatism, teaching manner of speech, its simplified to the level of child's understanding character. The constant aspiration to information simplification, which is peculiar to educators and widely presented in teaching practice, can gradually bring to narrowing of the teacher's perception, to aspiration to estimate professional situations more simply, and also events arising in the expert's life, and as a result – development of so-called "infantile picture of the world".

Dominance is a professionally determined characteristic connected with the need to manage children's collective, solving professional problems. The increase in the number of children in groups, presence of the so-called "difficult" contingent demands the teacher's of PEO high professionalism in the field of establishment of relationship. Not having a certain knowledge in the field of psychology, the teacher, organizing children's collective, is often inclined to use more rigid methods of influence. This leads to formation of excessive authoritativeness, categoriality, aspiration to impose own self-image to pupils and surrounding adults. According to a number of scientists, some types of professions which representatives possess hardly controlled power and feel that destinies, lives of other people depend on them, can predispose to professional deformations, to development of such qualities, as hard-heartedness, authoritativeness, callousness, isolation from feelings of another person. Considering



a factor of influence of power on the person in a profession, E. A. Klimov noted that under the influence of power there can be "a command style of communication, reckless relation to own opinion, as to a unique, intolerance towards "otherness", a habit to point out mistakes offensively in a offensive manner, to call to order, to criticize" [6, p. 32].

Describing variants of professional deformations of the teacher of PEO, the analysis of the object of work which in any profession determines the nature of professional deformations is of special interest. In the most general view a child – his/her character, world outlook, habits, features of his/her psychophysiology and anatomy, specificity of his/her inner world is the teacher's object of work. Constantly fixing manifestations of the child, the teacher lives a certain time in Another's logic which creates prerequisites for the development of professional deformations. It is possible to assume that orientation to the object of work leads to that working with little children the educator has to simplify his/her behavior, to change manners of verbal and nonverbal communication, adjusting to features of children's types of reaction. Openness of the emotional sphere, ingenuousness and spontaneity of reactions, emotional impressionability, aspiration to behave affectedly, aspiration to recognition, demonstrativeness of behavior, the weak self-control, peculiar to a preschool child, can be shown among teachers of PEO in result of excessive immersion in a profession.

The purpose of our research has consisted in studying features of manifestation of professional deformations among teachers of PEO depending on different models of confidential relations. We have assumed that as the working life increases under the influence of features of professional activity there appear negative personal constructs among teachers of PEO which are transformed into steady qualities of personality that speaks about forming professional deformations distorting a professional and personal profile. The profile of professional deformations will be connected with the balance between the level of self-trust and the level of trust in the world.

In the psychology of our country T. P. Skripkina has distinguished the phenomenon of trust as an independent object of research for the first time; she has defined trust as an "separate and rather independent form of belief with an act of relation in its heart". In T. P. Skripkina's works trust is considered through a prism of the person's simultaneous orientation towards self and towards the world, "when the person aspires to correspond to himself/herself and the world at the same time and thus remains a sovereign subject of activity". The trust as the "mechanism creating the integrity of life" for the person and influencing all spheres of his/her life, can significantly affect the character and results of professional development of the teacher of PEO. The optimum relationship of the level of self-trust and the trust in the world enables the person to construct the interaction with society more productively, without losing own identity and showing the necessary degree of activity. When the level of self-trust decreases and the level of trust in the world increases, the teacher's initiative is lost, goal-setting



process finds difficulty; possibilities of reflection (as the main mechanism) become minimum, which makes it possible to prevent the development of professional deformations. The person with excessive exclusive orientation to society gradually loses the ability to be the subject of his/her own life. And on the contrary, increase in the level of self-trust not considering features of an external situation, its critical judgment and acceptance, are risky in terms of adequate interaction with social reality.

Within this plan we have made an attempt to investigate the general nature of personal changes among teachers of PEO, occurring under the influence of features of professional activity without presented models of confidential relations.

Teachers of PEO having 1–5 and 10–15 years experience were examinees in the research. The main signs of professional deformations among teachers of PEO are: change of expressiveness and representation of psychological defences with a shift from more immature strategies of defence to more mature type of defence; aggravation of accentuations of personal traits; changes in the used strategy of behavior in conflict situations that makes it possible to speak about their professional conditionality.

The empirical part is presented by techniques: “Estimation of Self-Trust” (T. P. Skripkina), the “Scale of Interpersonal Trust” (J. B. Rotter), the “Life Style Index” questionnaire (Kellerman-Plutchik), “Character Accentuations” (K. Leonhard), “Behavior Strategies in Conflict Situations” (K. Thomas).

The generalized analysis of data enabled us to fix prevalence of immature types of psychological defence which is characteristic for teachers-beginners (with 1–5 years experience), and the general poorness of protective repertoire is typical. Thus, the psychological defence of “Denial” as an immature variant of protective mechanisms is presented in this sample at most and reflects, first of all, a characteristic manifestation of carelessness to various situations in the professional sphere, ignoring of information potentially anxious for the teacher. Risks in use of this type of psychological defence are connected with the aspiration of teachers-beginners to cut themselves off situations in teaching practice which are fraught with failure experience. In this case, without getting necessary professional experience and without using own professional resources in solving difficult professional problems, the worker can experience considerable difficulties in assessing pedagogical phenomena adequately (underestimating risks of a number of events).

As the obtained data has shown, the teachers entering the profession are characterized by sharpening of some accentuations of personal traits, thus “Pedantic” and “Demonstrative” character accentuation are dominating. In our opinion, in many respects it is connected with the period of adaptation to a profession and primary individualization of the teacher in a professional group when along with adoption of rules, norms the teacher aspires to introduce everything that makes his individual professional hand into a professional community.



Concerning teachers with 10–15 years experience they are characterized by the increase in the general repertoire of psychological defence which include not only immature types of defence, but also more mature variants of psychological defences (“Intellectualization”, “Compensation”). In the analysis of choosing the strategy of behavior in the conflict lack of variability is of special interest: teachers with 10–15 years experience are inclined to use the strategy of “Rivalry” to a smaller degree, limiting their own behavioural repertoire by use of strategies of “Compromise”, “Avoiding” and “Adaptation”.

As the work experience increases, the total quantity and the degree of expressiveness of character accentuation also increases, and accentuations presented among teachers with 1–5 years experience remain and increase under the influence of professional activity. It is possible to assume that experts with some equally expressed features which under the influence of the profession subsequently increase and become professionally determined enter the pedagogical profession.

For the purpose of designation of the factors explaining communications between variables we have carried out the factorial analysis. Using the “Varimax-Rotation” procedure, in result of the carried-out factorial analysis for teachers with 1–5 years experience we have distinguished 4 factors: “Trust”, “Behaviour”, “Personality” and “World Picture”. We should note that among examinees with 10–15 years experience other factors were major factors; they were “Trust”, “Personality”, “Trust in the World”, “Overcompensation”. It should be noted that concerning teachers with 10–15 years experience the sign “Trust” and its components have entered each factor. It speaks about that the balance between the level of self-trust and the level of trust in the World among teachers of this group significantly influences expressiveness of psychological defence, accentuations of character, strategies of behavior in a conflict (in all the described factors there are scales reflecting the level of self-trust and trust in the World as the integrated indices influencing representation and the nature of professional deformations are presented). The results of the factorial analysis are offered in tab. 1 and to tab. 2.

The analysis of tables makes it possible to fix factors in the development of professional deformations among teachers with different work experience. Thus, under the influence of special character features (tendency to apathy sense of justice, the expressed responsibility and so forth) teachers with 1–5 years experience (the “Personality” factor) of a distimic type have a hypertrophied relation to order, inability to making independent decisions, uncertainty (“Pedantic” accentuation) that in many respects is caused by the beginning of professional activity when attention to details, pedantry in many respects provides the success of professional activity. It is interesting that the distimic type of accentuation is interconnected with the decrease in intensity of psychological defences: “Substitution” – (-0,580); “Denial” – (-0,384) and strengthening of psychological defence “Compensation” – (0,444).



Table 1

Distribution of factors in the study of professional deformations among teachers with 1–5 years experience

The Factor of "Trust" Self-Trust – (0,986) The Strategy of "Adaptation" – (0,423)		
The "Behavior" Factor The Strategy of "Cooperation" (0,596) Accentuations: "Demonstrative" – (0,307) "Exalted" – (0,329) Defence: "Reaction Formations" – (-0,438) Self-Trust in the Professional Sphere – (0,396)	The "Personality" Factor "Distimical" Accentuation – (0,623) The Strategy of "Compromise" – (0,313) Accentuations: "Pedantic" – (0,486) "Getting Stuck" – (0,491) Defence: "Repression" – (-0,580) "Negation" – (-0,384) "Compensation" – (0,444)	The "World Picture" Factor Defence "Projection" – (-0,518) "Regression" – (-0,324) Accentuations: "Anxious" – (0,315) "Cyclothymic" – (0,422) "Excitable" – (0,364) "Exalted" – (0,443) Strategy "Competition" – (-0,400) "Compromise" – (0,416)

Table 2

Distribution of factors in the study of professional deformations among teachers with 10–15 years experience

The Factor of "Trust" (Self-Trust – 0,965) Trust in the World – (-0,331); "Adaptation" – (0,322); "Compromise" – (-0,326); "Emotive" Accentuation – (0,374).		
The "Personality" Factor Accentuation "Cyclothymic" – (0,650) "Excitable" – (0,444); "Distimic" – (0,585); "Exalted" – (0,570); "Anxious" – (0,368); "Hyperthymic" – (0,359); "Getting Stuck" – (0,557); Defences: "Displacement" – (0,371); "Regression" – (0,457); Trust in the World – (-0,372)	The "Trust in the World" Factor – (-0,502) Defences: "Intellectualization" – (0,453); "Reaction Formations" – (0,413); Accentuations: "Hyperthymic" – (0,438); "Excitable" – (-0,444); Strategies: «Compromise» – (0,478).	The "Overcompensation" Factor Compensation – (0,577) Defences: "Reaction formations" – (0,432); "Substitution" – (0,445); "Projection" – (0,449); "Trust in the higher" – (0,347); Trust in the Intellectual Sphere – (-0,479);

The variables which have entered the "Behaviour" factor make it possible to note that teachers with 1–5 years experience focused on cooperation ("Cooperation" strategy – 0,596) when solving conflicts trust themselves in the professional sphere (0,396)



which is an important factor of their professional development. The "Cooperation" strategy is one of the most complex and constructive forms of behavior in the conflict; it assumes consideration of interests of the opponent, recognition of the value of interpersonal relations, possibility to solve arising problems more productively. The efficiency in achievement of a number of aims involves the natural increase in self-trust in the professional sphere that provides further success in professional activity. It is interesting that in this factor there are no significant positive communications with psychological defences. This testifies to the effect that psychological defences, being personal formations, mainly enter the "Personality" factor.

The psychological defence of "Projection" (-0,518) has the greatest negative value in the "World Picture" factor. Significant positive communications are fixed with manifestation of accentuations: "Anxious" – (0,315); "Cyclothymic" – (0,422); "Excitable" – (0,364); "Excited" – (0,443); with behavior strategies in the conflict "Rivalry" – (-0,400), "Compromise" – (0,416). The variables entering this factor, testify to the effect that young teachers perceive the World through a prism of their own personality and, in particular, through a prism of their character accentuations. Thus the lack of experience among this group of examinees prevents from using psychological defences adequately. The revealed communications between the variables enable us to note that teachers-beginners can't cooperate; however they are ready to compromises when resolving conflict situations for adapting to conditions of professional activity.

The "Trust" factor includes the scale "Self-Trust" – (0,986) with the greatest factorial weight and the "Adaptation" behavior strategy in the conflict – (0,423). Thus, teachers of PEO with 1–5 years experience are characterized by the expressed need to trust themselves, but the obtained data make it possible to say that the attempt to feel himself/herself assured is mainly connected with adaptive behavior.

There is another picture concerning teachers with 10–15 years experience. Analyzing the "Trust" factor (0,965), it is possible to note that teachers with a high level of trust in themselves have the expressed tendency not to trust in the World (-0,331). In the teaching practice the disbalance of self-trust and trust in the World towards decrease in the trust in the World is often presented as manifestation of the teacher's authoritative position, intolerance towards another opinion, conviction in the rightness, refusal of the deep analysis of situations. Against the background of a high level of self-trust (in the intellectual sphere (0,578) and in professional activity (0,555)) and a low level of trust in the World teachers with a long teaching experience are also inclined to use the "Adaptation" strategy when settling conflicts. What is the danger of this situation in the professional pedagogical activity? Getting tough on a number of pedagogical phenomena, the teacher with boundless trust in himself/herself uses adaptation tactics when solving conflict situations, not always going into the heart of the matter, showing thus a "seeming" refusal of his/her own interests for preservation of friendly relations with the opponent. This position is confirmed by existence of an unspoken



rule that the parent "is always right" and in case of a conflict, the teacher, first of all, should avoid confrontation. For this reason, unfortunately, the worker not always can adequately resolve problems, fixing his/her attention not on a source of contradiction, but on the necessity of keeping friendly relations with the pupil's parents.

At the heart of the "Personality" factor the "Cyclothymic" type accentuation (0,650) is fixed at the level of significant communications with accentuations: "Excitable" – (0,444); "Distimic" – (0,585); "Excited" – (0,570); "Anxious" – (0,368); "Hyperthymic" – (0,359); "Getting stuck" – (0,557); psychological defence "Substitution" – (0,371); "Regression" – 0,457 and the "Trust in the World" scale – (-0,372). "Cyclothymic" are people with extremely unstable mood. When they have excited mood they are similar to the "Hyperthymic" type, when they have impaired mood they are similar to the "Distimic" type. Thus, we deal with an insufficiently balanced person moreover, with a huge number of the most opposite accentuations of character.

The "Trust in the World" factor is presented by the parameters "Trust in the World" – (-0,502) in combination with psychological defences: "Intellectualization" – (0,453); "Reaction Formations" – (0,413); "Hyperthymic" – (0,438); "Excitable" – (-0,444) types of accentuations and the "Compromise" behavior strategy in the conflict – (0,478). Thus, teachers with 10–15 years experience at a low level of trust in the World are characterized by strengthening the intensity of psychological defence "Intellectualization" and the teacher even in the most difficult situations of professional behavior, leaning only on his/her partly thought-up logic can successfully explain his/her behavior to himself/herself. According to E. F. Zeyer, "Intellectualization" promotes formation of social hypocrisy of teachers. Thus the level of trust in the World influences representation and expressiveness of accentuations (strengthening the value of "Hyperthymic" and reducing the value of "Excitable" accentuation). Thus, teachers with 10–15 years experience stay within adaptive behavior and show a low level of trust in the World that is partly connected with use of the psychological defence of intellectualization.

The last factor of "Overcompensation" with the expressed parameter of psychological defence – "Compensation" (0,577) is interesting. It has united the following characteristics: psychological defences "Reaction Formations" – (0,432); "Substitution" – (0,445); "Projection" – (0,449); "Excitable" accentuations – (-0,328); the scale "Self-trust in the Sphere of Establishment of Relationship with the Higher" – (0,347) and "Self-trust in the intellectual sphere" – (-0,479). The psychological defence of "Compensation" most often joins in situations of insufficiently high self-assessment as a fight against inferiority feelings. A negative communication with the scale "Self-Trust in the Intellectual Sphere" (-0,479) is explained by this. Great achievements in various spheres of life are positive result of the compensatory work, since "Compensation" is developed and used consciously when reflection is possible. It is necessary to pay attention to the fact that here we have fixed a positive correlation with a scale "Self-Trust in the Sphere of Establishment of Relationship with the



Higher" (0,347). It is possible to assume that the rigid control system, which is characteristic for some PEO, can significantly influence the teacher's self-assessment and his/her perception of a profession. For the system of preschool education it is often convenient to develop such characteristics as the teacher's obedience, sense of duty versus his/her initiative, creativity, activity in solving a number of problems. In this situation there can be a decrease in the level of self-trust with simultaneous increase in trust in the higher. Thus, carrying out various instructions, the teacher, trusting more to the head, does not lean on his/her own professional position and often makes various decisions formally. It should be noted that unfortunately the profession of "educator" is not focused on developing reflection as an important mechanism providing success of professional activity and prevention of professional deformations. For this reason at the level of the educational organization it is important to consider these results when managing the educational process and developing the professional potential of each participant of the educational process. In practice we see strengthening of adaptive reactions and we can say that teachers with 10–15 years experience acquire self-trust not by creative self-realization, but by the adaptive activity.

Thus, it is possible to assert that features of the developed administrative stereotypes in the professional activity of the teacher of PEO are important determinants of emergence and development of professional deformations. Carrying out the same professional functions, a specific object of work, excessive development of certain professionally important qualities define a profile of professional deformations of the teacher of PEO. However specific features of the person, initial inclinations and attitudes of personality with which the person enters a profession influence the development of professional deformations in no small measure.

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Popova L. V.

Youth's Perception of Public Service Advertising as a Means of Forming Anti-Terrorist Values

The article is concerned with the urgency of studying public service advertising as a means of forming anti-terrorist values. The author offers results of the study. 200 students of Southern Federal University (SFedU) aged 18–20 (100 girls and 100 young men) were examinees in the research. On the basis of the analysis of the results of this research the author concludes that public service advertising can be a means of forming anti-terrorist values.

Keywords: *anti-terrorist values, public service advertising, youth.*

The problem of terrorism is a state problem, a world-wide problem for a long time. Various researchers define terrorism differently; therefore there is a necessity of consideration of this phenomenon in various aspects. Terrorism is characterized by richness since it can be both a single act of terrorism, and a political and religious orientation.

Considering the term of “terrorism” in etymological sense, it is possible to note that it has no accurate contents. V. I. Dal says that terrorism is an aspiration to frighten by threats of violence and physical destruction. S. I. Ojegov defines terrorism as “the intimidation of the political opponents which is expressing in a physical abuse up to destruction; cruel intimidation, violence” [6].

U. Laker writes that the terrorism is “illegal use of force against innocent people for achievement of political goals”. Besides, he says that attempts to go beyond this simple definition are useless and senseless since the term is very inconsistent [4].

N. V. Posokhova specifies that the terrorism, first of all, assumes existence of the violent armed acts, but it would be meanwhile very wrong to explain its social influence by only physical impacts. The emotional and psychological influence, which essence intimidation and population intimidation is much more important. Emotional and psychological component is that tool of terrorists via which they try to influence consciousness of people and even the power. Therefore, the main tool of suppression of the identity of the person is a fear. Acts of terrorism, in the main weight, are directed on self-advertisement for the purpose of intimidation [9].

Terrorism – the phenomenon brutal and cruel in any forms of its manifestation. Loss of human life, the mass riots, the destroyed cultural and material values on which restoration it is required to find long time are a consequence. Between national and social groups there is a mistrust, rage, conviction in a negative orientation of views. Despite various reasons of emergence, scales and intensity, terrorism represents one of the most popular and burning issues of global scale.



Any person can appear on a place of the victim of an act of terrorism. The terrorism has negative impact not only on public life of people, but also on political and economic structure of the state, affecting by that all spheres of action of the country and underestimating prestige of the state.

Now terrorist groups are the well organized aggressive groups of people which at first arose as spontaneous, subcultural communities. The internal organization reached high level, being improved and developing the ideology, equipping technical resources and ways of introduction of promotion. The last became very available with the advent of mass media and the Internet. After all at the organization and implementation of acts of terrorism organizers seek to inform with howl ideology in masses, the general public.

It is known that the terrorism was beyond long ago national scale and became a problem of the international character. It is a source of effective intimidation and destruction. Level of terrorist activity indicates productive or unproductive work of the state in counteraction to terrorism.

It is dangerous and frightened that for the majority of people and the organizations the terrorism acts only as a way of the solution of their problems of various scale. As the main tool it is used by people who cannot achieve success in political or other sphere, to be the heard or popular other methods which are not bearing for such serious negative consequences.

It is necessary to pay attention to that fact that our country is multinational and therefore in it various religions and cultures are combined. Therefore, formation of anti-terrorist ideology, in particular, at youth since the conflicts arising because of nationalism, religious intolerance and hostility, bear more dangerous and terrible consequences is important.

As I. V. Abakumova notes, tendency to extremism and terrorism of modern young generation of Russia is real and therefore demands close attention and studying [1]. "It is now especially important to think of that the state needs to make, to religious, public organizations to save our fellow citizens, especially youth, from this danger. Work with youth is key in propaganda measures", – L. V. Popova [7] notes.

Considering everything is higher stated, studying of the relation to youth terrorism – Internet users is represented to us actual.

The countries with a democratic system are optimum for terrorism development, in them terrorists use availability of the press to promotion of the views and finishing of frightening actions to the public, possibility of "political asylum". Great Britain is an example of granting "political asylum". So, in its territory fighters to Chechnya and Al-Qaeda are hired, the political asylum is granted to criminals who are in the international wanted list [12].

The terrorism tends to dynamic development presently. It is caused by that in development of scientific and technical progress the technogenic environment gets



more and more difficult and at the same time vulnerable structure. Thus, progress of equipment gives to the person the soil for destruction of the social, natural and technological environment. Level of terrorism is higher where mass media and the Internet become more powerful and their role is considerable in creation of public moods [8]. In the last decade we can observe growth of percent of information received from information sources, but not personal contact and a first-hand experience. This fact is used actively by terrorist ideologists for information and propaganda impact on as much as possible general population. The modern person, thanking practically to all information sources, becomes the witness of death of other people from acts of terrorism. Mass media and the Internet provide the maximum approach of virtual information to directly endured. As Yu. V. Bykhovets with coauthors notes, "the more полимодален experience, the becomes easier it psychological reality" [2].

Public service advertising is a means of formation of anti-terrorist values, in our opinion.

Subject of public service advertising are social problems of society. On the one hand, it «highlights» certain public defects or shortcomings. With another – promotes social support of the population, positively influences moral values of society, places priorities. As the kind of activity public service advertising falls within the scope of public relations and relations [10].

In Russia public service advertising is yet not absolutely studied concept. Nevertheless its history rather long. After October revolution in 1917 the Soviet government created the special program for production of social advertizing. Advertizing was directed on propaganda to revolutionary ideas and focused on not the competent population [11].

During the first and second world wars advertizing was widely used for purchases of bonds of military loans. At the same time oral advertizing gained the steam by means of radio.

Radio was the powerful tool for impact on the population, was used about for the purposes in support of army and the state.

Further development of public service advertising in Russia is connected with activity of the state organization – the Ministries of Taxes and Tax Collection of the Russian Federation (Ministry of Taxes and Tax Collection) under the auspices of which from 1998 to 2002 it was carried out a number of social campaigns, such as «Please, pay taxes» (1998–1999), «the INN – only your number» (1999–2000), «Is time to leave a shadow» (2000–2002) [13].

All the functions of public service advertising are closely interconnected and often exist indissolubly with each other. One advertizing message can realize some functions. Of course, one of the central and paramount functions allocated along with many and E. V. Stepanov, the researcher of public service advertising – function of drawing attention of informing on problem [10].



I. Markin considers the following functions of public service advertising. It allocates such functions as communication, information, motivational and incentive function. Let's describe them in more detail.

Communication function carries out communication of the advertiser with audience for deeper understanding of the lifted problem and effective work. Public service advertising brings a big contribution to the state, by means of it communication with citizens is carried out.

Information function provides drawing attention to actual problems, offers ways of their decision and prevention. Has impact on big coverage of people of different spheres, thereby sharply increases knowledge of citizens of various things.

Motivational and incentive function is capable to induce the person to commission of these or those socially significant acts. It can be rather strong incentive stimulus [5].

Efficiency of public service advertising as communicative factor is degree of recognition society of this or that social phenomenon, problem and change of the developed position of public opinion in relation to it. Communicative (information) efficiency of public service advertising allows to establish, how effectively concrete advertising appeal transfers to target audience necessary data.

L. Dmitriyeva names efficiency of communicative impact on target consumers «capability to advertise», including the following criteria:

- 1) concentration on one idea – in advertising there have to be only one thought, t. e. one socially oriented message;
- 2) integrity of audience of target influence – advertising which is capable to advertise addresses to the people united in uniform group on signs of identical lifestyle, religion etc.;
- 3) ability to attract and keep attention to time necessary for storing, – public service advertising has to attract reflexive and hold a selective attention of a target audience;
- 4) target audience – public service advertising has to «tell» availability to perception the language clear to target audience, and use the images having high ability of emotional influence;
- 5) memorability – advertising idea has to be remembered and retold easily thanks to interesting subject development, unusual treatment of usual things, possibility of an unexpected visual or semantic embodiment;
- 6) persuasiveness – the target audience has to feel trust to the project and believe the main message in communications. The viewer has to feel the participation to that occurs in communication;
- 7) motivating ability – advertising which is capable to advertise changes behavior of target audience in relation to the actualized problem» [3].

Proceeding from the above stated the **research purpose** is studying youth's perception of public service advertising as a means of forming anti-terrorist values.



The **research object** is public service advertising as a means of forming anti-terrorist values.

200 students of Southern Federal University (SFEDU) aged 18–20 (100 girls and 100 young men) were empirical object of the research.

The research results

It was offered to participants of the research to fill in the author's questionnaire which revealed perception of public service advertising as means of formation of anti-terrorist values. After research data processing we received the following results. Let's describe the most significant of them.

Public service advertising draws attention of 78 % of respondents. 77 % consider that in modern society public service advertising is necessary to draw attention to pressing problems. Public service advertising is of interest to 67 % of respondents according to the terrorism prevention which they remember of one week – 45 %, before the termination of a mention of this act of terrorism in products of public service advertising – 17 % of respondents. 89 % consider necessary publicizing of threat of acts of terrorism in public service advertising, 93,5 % want that there was more public service advertising devoted to anti-terrorist promotion. When viewing public service advertising about terrorism of 59 % of respondents test hatred to terrorists, 51 % – fear on the fact that they or their relatives can become terrorism victims, sympathy for victims of acts of terrorism – 26 %. According to 42 % of respondents, public service advertising affected their relation to terrorism, they started reflecting on this problem.

Thus, we can draw a conclusion that products of public service advertising are means of forming anti-terrorist values.

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