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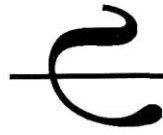
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Victor Petrovich Ozerov, Chairman of the Stavropol regional branch office of the Russian psychological society (RPS), Doctor of Psychology, Professor of the Stavropol state university, is 60 years old!

Dear Victor Petrovich!

The editors of «Russian psychological journal» congratulates you on your anniversary. You are a well-known expert in the field of theoretical, teacher's training and sport psychology. Your enthusiasm and managerial abilities promote development of psychological idea in the south of Russia. In 1994 you were an initiator of establishing of Stavropol regional branch office of RPS, which you have been heading up successfully. For 10 years thanks to your efforts and efforts of your numerous disciples and colleagues the Stavropol psychological school has been created, which made an outstanding contribution to development of native psychology and the Russian psychological society. Your many years' creative contribution to development of psychology has not remained unnoticed, and numerous diplomas of RPS and the Ministry of Education and Science of the Russian Federation confirm it. The editors of «Russian psychological journal» wish you, Victor Petrovich, much health, happiness, new achievements and success in your work for the sake of the Russian psychological society.

Social psychology

Kuznetsova O.V.

Problem of countercultures in the modern organizations

In the article the problematic of «an organizational counterculture» phenomenon which includes questions of defining of the given phenomenon, its role in modern organizations, coexistence of counterculture and general culture has been analysed. In the article the factors influencing on countercultures' occurrence in the organization have been distinguished. These are such factors as a condition of the organization, a style of management, an initiative of leadership, a degree of loyalty and adherence to the organization, a personal factor and an amalgamation of organizations.

Key words: *an organizational culture, an organizational counterculture, coexistence of a counterculture and the general culture, factors of countercultures' occurrence, a cultural coordination.*

Since 80-s of XX century well-known theorists of management and organizational psychologists E. Shane, L. Smirchich, G. Hovshtede, etc. have begun to give a special attention to the organizational culture which became «a revolutionary break-through in the theory of organizations». It is connected with that fact that the given phenomenon is a powerful tool of influence on personnel's behaviour and plays an important role in increasing efficiency of the organization. Today in foreign psychology there are developed theories, concepts and approaches to the study of organizational culture [1, 6, 10, 15]. In Russia interest to the given theme was generated in 90-s as a result of a change of a social and economic situation in the country and occurrence of a plenty of small and average business enterprises which were interested in an effective working in the market. That is why the questions of formation, maintenance and change of organizational culture are becoming urgent for Russia. Recently in Russian psychology single interesting theoretical, empirical and applied researches of this theme (Aksenovskaya L.N., Lipatov A.S., Zankovsky A.N., Vakhin A.A., etc.) have appeared [1, 2, 6, 4].

But, despite of sufficient study of the themes, in our opinion, there are some simplified notions about organizational culture, one of which is its understanding as monolithic phenomenon. And, though many psychologists admit poly-culture of the enterprises and firms, they traditionally focus their

attention on a dominating culture more. In reality any organization consists of various closed and open, isolated and cooperating, sometimes conflicting subcultures among which a counterculture has a special place. Up to now this phenomenon has not got enough attention both in Russian and in foreign psychology, though, in our opinion, it plays an important role not only in efficiency, but also in stable existence of the very organization. The knowledge of countercultures' features, their functions and factors influencing on their occurrence, enables the heads to use countercultures for the welfare of the organization.

In organizational psychology there are too few researches of countercultures what can be explained with insufficiency of theoretical and empirical researches of organizational subcultures, difficulties in their organization, inelaboration of methodical toolkit and complexity of the object of research. Some scientists consider that countercultures in a society and, in particular in an organization, can be found not so frequently and exist not so long time. Studies of industrial conflicts which can generate the given phenomenon have shown that in actual fact opposition of workers is not so great, as it was expected, and arising countercultures do not exist long and involve a small amount of supporters. Researches of youth movement in 70-s have revealed that only 15% of movement followers belonged to a counterculture [13]. Probably, this circumstance also prevents from active study of the given phenomenon in field conditions. But, in spite of the fact that countercultures do not exist long, they can exert a destructive influence on the organization what once again emphasizes the necessity of studying of this phenomenon.

Existing researches most often only establish the fact of countercultures presence in an organization and are based on the analysis of literature and concrete cases [12, 13, 14, 15]. Sometimes their role in development of an organization, change of organizational culture and introduction of some elements of the innovative plan is analyzed. Unfortunately, practically there are no data about influence's mechanisms of organizational countercultures on organizational development, about their essence and personal features of their members.

The analysis of works of foreign and Russian psychologists allows us to single out the following problems:

1. The problem of countercultures' definition in organizational psychology.

2. The role of countercultures in the development of an organization.

3. The factors influencing on occurrences of countercultures in an organization.

4. Coexistence of the general organizational culture and a counterculture.

The term “a counterculture” has come to organizational psychology from modern culturology and sociology where it is used for a designation of socio-cultural attitudes resisting to fundamental principles prevailing in a concrete culture.

The term “a counterculture” appeared in the western literature in 60-s and belongs to sociologist T. Rozzak, who has tried to unite the various spiritual trends directed against the prevailing culture into a relatively integral phenomenon – a counterculture [3]. Originally the term sounded as contraculture in order to avoid associations with the term counterrevolution, but in language it has been fixed as a counterculture. In modern culturology and sociology there is a different understanding of essence of countercultures. At first the counterculture was considered as a negative phenomenon destroying a society and having a parasitic character. In J.U.N. Davidov’s opinion [3] counterculture does not only destroy a society, but also destroys itself. In his works J.U.N. Davidov defines the type of a countercultural person as a person who did not manage to adapt in a society, to occupy a significant for himself social role and take revenge for it upon the society. Some researchers, for example G. Yinger, consider that the counterculture corresponds with the culture concept and is in dependence on it, though it is negative [3]. According to his point of view it is not a negative attitude to the culture in general, but sharply contradicts it. The counterculture is a complex, a set and a configuration of norms and values of a group sharply contradicting the norms and the values of the culture prevailing in a society which part this group is [3]. At a behavioural level the counterculture appears as such a configuration of beliefs and values which induces a group of people sharing it to behave in a non-conformist way, making the latter inclined to falling out of a society. Yinger distinguishes two variants of countercultures: the open confrontation with the law and evasion of its requirements, i.e. either a struggle for recognition by a society for the right to live under one’s own laws, or to live at the expense of a society, not taking any responsibilities. In last variant the counterculture has a parasitic character [3]. The other point of view considers a counterculture as a way of self-preservation and self-affirmation.

It is considered that in its functioning there are two interconnected motives: a conflict with the dominating culture and motive of self-preservation, i.e. a countercultural orientation does not exist by itself, but is provoked by a society denying the right to autonomy. The counterculture challenges hegemony of public ideology, and rejects that prevents the further development; that becomes an obstacle in a society's development [8]. According to the third point of view the counterculture performs an innovative function. In J.M. Lotman's opinion, culture as a complex whole is formed from layers of different speed development, therefore at the same time its elements can be at different stages of development. In culture simultaneously there are explosive and gradual processes which carry out the important functions: ones provide innovation, the others provide continuity. In this case the counterculture acts as a mechanism of cultural innovations and possesses a huge potential of updating [7].

Because of differences in understanding of a counterculture phenomenon the interpretation of the given term is ambiguous. In G. Yinger's opinion [3], on the one hand it is imposed by a aspiration to present the given phenomenon wider whenever possible and to emphasize its relationship with all close phenomena of modern culture, and on the other hand it is directed on dissociation of countercultures from other phenomena of culture, on emphasizing the precipice running between it and traditional culture. Thus, the counterculture can be understood as:

- the culture of a conflict, of a break with values of dominating culture, their denying and a confrontation to them.
- a set of norms and values of social groups which are taking place in the conflict with the prevailing society [3, 9].

The interpretation of the term offered by J.U.N. Davidov a little differs from these definitions. He considers a counterculture as an outlook, consciousness and attitudes denying the very principle of culture, i.e. being a new anticultural variant [7].

Thus, all definitions listed above are united by the understanding of a counterculture as a set of attitudes, norms and values contradicting to the dominating culture. However, G. Yinger concentrates the attention on a conflict (dynamic) basis, meaning an impact to the development of the general culture, but J.U.N. Davidov more likely considers a counterculture from the point of view of a destroyer of the general culture.

In organizational psychologies the counterculture is most often considered not as a separate phenomenon, and as a special kind of subculture

which persistently enough rejects what the organization as a whole wants to achieve. For example, J. Martin gives the following definition: «These are the main values and notions as a direct challenge to the main values and notions of dominating culture» [15]. The main criterion of countercultures' classification, as a rule, is the attitude to the dominating culture. According to the given criterion the following kinds are distinguished:

1. the direct opposition to the values of the dominating organizational culture.
2. the opposition in authority's structure within the framework of the dominating culture.
3. the opposition to samples of attitudes and interactions, supported by the organizational culture [4].

The analysis of the existing researches of countercultures allows us to offer one more criterion of classification – according to functionality. In accordance with this criterion the counterculture can be:

1. Innovative
2. Reformative
3. Parasitizing
4. Destructive
5. Insulating

Thus, the understanding of a counterculture in organizational psychology differs from the understanding of this phenomenon in culturology and sociology a little. Firstly, the counterculture is not considered only in negative aspect, in organizational psychology the counterculture has also positive functions, such as innovative and reformative ones. Secondly, the leaders of the organization sometimes specially allow the existence of a counterculture for the purpose of organizational change. If originally the question about a counterculture was considered as about a challenge to the «system» with which it was breaking off, then nowadays the question about how the counterculture is being entered into this «system» is the most urgent. On the basis of the above-stated we offer the following definition of an organizational counterculture:

The counterculture is a special kind of subculture which represents a set of norms, values and notions contradicting to values, notions and norms of the dominating organizational culture, and taking place either in a conflict with it, or promoting the organizational development. Thus, we concentrate the attention on that fact that a counterculture in an organization leads to changes in it in any case. However it is necessary to note that the given

problem still demands a special studying and an additional analysis, because the existing researches are not obviously enough for the substantiation of any theoretical inferences.

The question about countercultures' role in development of an organization is more supported by a practical material, though, it is basically the analysis of concrete cases. The study of a history of well-known organizations, such as "General Motors" and British company "Railways" has shown that countercultures can really play a positive part in the organization at different stages of its development [12, 13, 15]. That fact that leadership of an organization, analyzing a situation of the company's development, plans, supervises the process of formation and functioning of countercultures is especially marked. In one cases, this is an invitation of a new managerial team, which gradually introduces a new culture, which is necessary for successful work in the market, as it was in case of British company "Railways". In other cases, this is a support of a new promising project as in "General Motors". But in any case in order that countercultures operate as innovations and reformations, the understanding of the very phenomenon from the part of the leadership and skills to manage it are necessary, since an unguided process of formation of countercultures can lead to problems inside the organization. That is why we believe that the study of countercultures will help leaders to use more effectively countercultural tendencies in the organization for its perfection.

The question about factors influencing on occurrence of countercultures in the organizations causes a special interest. The analysis of existing sources allows us to single out six such factors:

1. State of an organization

As the data of various researches of organizational culture have shown that state, which an organization is in, can provoke a regeneration of subcultures into countercultures. The following states are distinguished:

Crisis

The crisis state of an organization or periods of instability can lead to occurrence of countercultures. According to S. Svidler's opinion [11] organizational culture exists in two types of situations; they are stable and unstable. The stable period is characterized by that fact that groups preserve the status quo in an existing social reality. The period of instability connected with threat to subcultures' existence, makes them be more active and

challenge to the dominating culture. Therefore, an extent, with which countercultures declare themselves, is frequently connected with an extent of stability of the organization. While a situation is stable, the influence of countercultures can be imperceptible or be shown inactively. For example, in G. Blur and P. Dawson's research, which has been carried out in the Australian medical center, countercultures as such have not been found out; however, otherwise-minded and dismissed subcultures, which can be entirely converted into countercultures in situations of instability, have been found out [11]. A similar example, we can see in Jones Food Company, when the managerial counterculture provoked by the owner himself exerted negative influence on a condition of the organization, having opposed its understanding of the culture to proclaimed values [10].

Stage of development of an organization

In E. Shane's opinion, in mature and growing old organizations, where conservative views and bureaucratic tendencies are very powerful, there is also a risk of occurrence of countercultures [10]. The presence in an organization of outdated, conservative norms, which are falling behind development of outward things, causes a rejection in employees. Alternative sets of norms and values, more acceptable for successful functioning of departments and separate employees, start to develop and become stronger. In J. Martin's opinion, such countercultures will exist as long as the strong dominating culture will allow it to exist [15].

Closeness of an organization

The organizational culture itself can promote an occurrence of countercultures if it does not tolerate an open expression of criticism and tends to conceal business conflicts [10].

2. Style of leadership

Actions of leading superiors, provoking employees' derision, lessening the proclaimed values and standards, and presenting unnecessary problems in employees' work, run into opposition from the personnel. All of these lead to creation of histories and legends undermining the dominating culture, and to occurrence of countercultures [15].

3. Initiative of leadership

Centralized organizations at a certain stage of their development can allow some departments a digression from norms and promote development of

nonconformist tendencies with the purpose of encouragement of innovative ideas or differentiation of acceptable and unacceptable behaviour in the organization [15].

4. Extent of loyalty and adherence to the organization

Occurrence of countercultures can be also connected with an extent of loyalty and adherence to the organization. The high level of loyalty means a transition to adherence to the organization, at which a person identifies himself with it, considers himself and the organization as a single whole, and equates himself with its culture.

V.D. Kozlov [5] distinguishes four levels of adherence to the organization:

- the conservative level supporting the dominating culture;
- the reformist level having a set of alternative values and norms;
- the competitive level having a set of opposite values and norms;
- the indifferent level showing indifference to the norms and values

of the organization.

Accordingly, organizational subcultures supporting adherence to the organization to a lesser degree (in the given classification they are competitive and indifferent ones) can show countercultural tendencies [5].

Probably, the degree of cultural inconsistency also influences on occurrence of countercultures. It can underlie a certain social tension of cooperation between subcultures and occurrence of aggressive subcultures. Unfortunately, empirical researches confirming this point of view are not obviously enough.

5. Personal factor

Personal features, values, purposes of separate members of the organization also exert powerful influence on occurrence of countercultures.

Occurrence of a charismatic leader, aspiring to create his subculture

Such a leader inspires others with his behaviour, displays modern, innovative views or views meeting employees' expectations. This new culture is inculcated by means of the leader's behaviour, results of his activity, artifacts, histories and legends being introduced by him and supporting his views; as it has taken place in John Deloren's case in «General Motors», described in J. Martin's researches [15].

Personal features of new members of the organization

Many researchers consider that occurrence of countercultures is frequently connected with the organization's new members, having elements of another culture, and capable to create an alternative or even opposite set of norms and values, which can break down organizational beliefs in previous success. Sometimes it is done wittingly by the organization's top leadership for the purpose of reorientation of the organizational culture to a new developmental trajectory [12].

Personal dissatisfaction with the position in a society

In J.N. Davidov's opinion, a person, who could not take a significant for him place in a society, revenges for his failure and joins together similar to him around him [3].

Dissatisfaction of a group's members with working conditions, a style of management, the group's status, protection of their interests, etc. [13].

Deviant behaviour

Some subcultures inside the organization work up various norms of deviant behaviour, which is counterproductive for the organization. These groups develop within themselves countercultural elements (sabotage, theft, alcohol). But only those become countercultures whose deviant behaviour assumes a refutation of main values of the company [13].

6. Merger and integration

Companies' merger frequently provokes occurrence of countercultures in bought firm because of threat of its cultural identity. Probably, the degree of occurrence of countercultural tendencies will depend on that way of integration, which the top-management of the company will choose. There are three main ways of integration. They are absorption, symbiosis and autonomy. At absorption there is a full inculcation of organizational culture of the firm-buyer that probably will cause occurrence of countercultures. At symbiosis there is an adaptation of both firms, and all energies are joined together around a single purpose. In the given situation both cultures exist as long as there will be a full integration. In the third case a new firm takes an independent stand and keeps its culture, for example, when a firm is bought for development of new business areas [13].

The same tendencies, probably, will take place during integration of departments and branches.

Thus, we have defined six factors influencing on occurrence of organizational countercultures. But the given question demands further empirical researches which will allow us to confirm, specify and add the given conclusions. Knowing of reasons of occurrence of countercultures will allow leaders to be in full control of this process, therefore the given question is of great practical importance.

The following problem is coexistence of dominating culture and a counterculture in the organization. It is also a complex and insufficiently studied problem.

Dominating culture and countercultures can be partially removed from each other, exist independently in different parts of the organization or at different levels, and also exist in a complex «symbiosis» with the dominating culture [15]. And it can be countercultures both formal groups, and other social groups in the organization, for example, groups of people belonging to different generations [14]. The cooperation can develop in different ways, depending on power of dominating organizational culture and purposes of top management. On the basis of analysis of existing researches we can define the following kinds of coexistence of countercultures and dominating culture.

1. *Disputed coexistence.* A counterculture can gradually take place of dominating culture. It occurs at the time of depression of organizational culture, during crises in the company, in the presence of supporters among top management, desire of proprietors or top management. In unstable periods countercultures become especially more active and can pursue a comparatively aggressive policy of their interests' achievement [12].

2. *Controllable coexistence.* A counterculture can be used by leadership of the company in its own purposes, for example, as a source of new ideas and as a ground for testing of new ideas. If such experience is successful, it is inculcated in the organization. And if it is unsuccessful, either the department is disbanded or supporters and the leader of this counterculture are dismissed [15].

3. *Destructive coexistence.* A counterculture can loosen an organization from within, exert pernicious influence on activity's efficiency, actively oppose its set of values and norms to dominating culture and power structure, provoking crisis in the organization.

The question of coexistence of countercultures and dominating culture also requires further research because will give leadership an opportunity to choose a correct strategy in development of its organization.

As a whole the analysis both Russian, and foreign researches allows us to draw the following conclusions:

First of all, the phenomenon of countercultures is urgent and important for an organization because it touches on all main aspects of its effective functioning. Revealing of countercultures and understanding of their role and place in general culture of an organization; knowing factors, influencing on their occurrence, will give leadership an opportunity to use correctly the given phenomenon for the purpose of effective activity of the organization that can be of a great practical importance.

Secondly, the further researches of countercultures, in our opinion, should exceed the limits of simple ascertaining of their presence in an organization, and concentrate on studying social-psychological mechanisms of their display in an organization, cooperation with other elements of organizational culture, personal features of members of countercultures, leader's influence, etc. Research of these questions will allow us to clear up the very phenomenon in an organizational context, confirm it empirically and reveal new factors of occurrence of countercultures.

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Psychology of emotions

Gorbatkow A.A.

An investigation of the influence of “information” and “energy” activity aspects on emotions

The key-note of the work is the attempt of empirical verification of “information” and “energy” models of activity emotions dynamics, developed by the author earlier. In the area concerning modal population of “common” people, functioning in “usual” conditions, the models are characterized by contrasted dynamics of the balance between positive and negative emotions, and also their integral dimension (emotional arousal), which accounts for different interrelation between single-peaked curves of positive and negative emotions as opposed to asymmetry. Assumptions, arisen from these models, were examined in reference to models of two types: models with non-monotonous single-peaked curve of positive and negative affective formations and models with non-monotonous single-peaked curve of their balance. The participants of the experiment carried out thinking activity, upon termination of which estimated emotions experienced by them in the solving tasks process. Information (skills) and energy (difficulty-wearisomeness) activity aspects were assessed as independent variables. Within the frameworks of the additional task of the research (the verification of the efficacy model) variables of result and activity effectiveness were used. Results of processing data, to great extent, supported the hypothesis of the research, having set a number of problems to the future.

Key-words: *emotions; information, energy and effectiveness activity aspects.*

Common sense says that facilitating successful activity knowledge, skills, habits, abilities (“information” variables) must improve emotional state of a human being, although various work input, “expenses” necessary for its performance (“energy” variables), must have a negative impact on emotions. These dependencies really take place, supported by scientific empirical studies, for instance, about data of intellect influence, education ([2]) and professional competence ([27]) increasing emotional status, with exhaustion influence (e.g. [35, 41]) or anticipating effort (e.g. [33]) decreasing this

status¹. Yet, reference to some “non-linear” ideas allows coming to the suggestion that given “trivial” linear dependencies represent only general tendencies, and less evident, non-linear (non-monotonous) relations are concealed beyond them. This suggestion arises from some well-known models relevant to the problem of the influence of “information” and “energy” activity aspects on emotions. The central part in these models is the dimensions of the positive-negative balance (PNB), that’s why they are called models of preference [18], or due to the probabilistic character of independent variables, they are referred to the category of choice under risk [10, 14]. They are subdivided into two groups. The first group (Fig. 1) comprises models with non-monotonous single-peaked curves of positive (P) and negative (N) affective formation (“double-bell” model of J. Atkinson [15], some aspects of P.V. Simonov’s information theory of emotions [12, 13], etc.). The second group (Fig. 2) includes models with non-monotonous single-peaked curve of PNB and monotonous curves of P and N (models of D. Berlyne [16], C.D. Spielberger, L.M. Starr [39], etc.)². Realized in these models approach and some details are considered to be valuable. However, we find them not quite adequate to empirical data and theoretical notions that should be taken into account (see in details in [3, 4, 5]. This fact made us develop our own models of influence of activity parameters on emotions [3, 4, 5, 24], or in other words, models of activity dynamics of emotions (ADE). The content of this work is the attempt of empirical verification of these models in “confrontation” with above-mentioned non-linear models of two types.

Models of activity dynamics of emotions. According to “information” model (In-model) of activity emotions dynamics, while extending “information” (knowledge, skills, etc.) in the process of mastering activity both positive and negative emotions first increase, then decrease after reaching maximum in some intermediate levels of mastering activity due to further improvement and automation (Fig. 2). In this case N rises faster than P, and the break-down becomes earlier. P falls quicker than N. In the intermediate zone of the independent variable contrary changes of P and N take place. The dynamics of these variables determines the dynamics of their balance (PNB =

¹ According to one of the populated and empirically supported ideas [25] the need to keep energy stock is the basic human need, and the danger of loosing it is one of the strongest stressors.

² The model with similar relationship of positive and negative curves (the second one is steeper than the first one) not having single – peaked curve PNB (if it is counted on the formula $PNB=P-N$), but monotonous falling curve, is used in the prospect theory of D. Kahneman and A. Tversky [10].

P-N) and integral dimension, or emotional arousal ($PNI = P+N$)³. At first stages of developing situation the deterioration (increasing negativity) of PNB

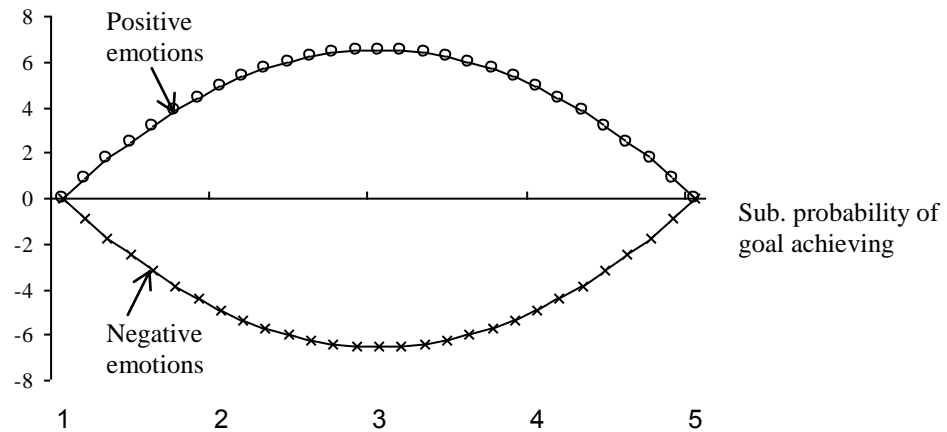


Figure 1. The model with non – monotonous curves of positive and negative emotions (adapted from [13,15])

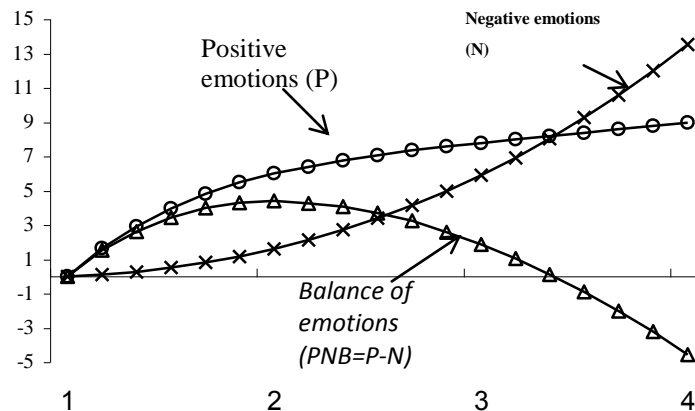


Figure 2. The model with non – monotonous curve of emotional balance (adapted from [16, 39])

³ Emotional activation, understood as integral dimension of emotions ($PNI=P+N$), we include in the “list” of emotional measure together with three ones mentioned above P, N, and PNB. It is necessary for some dimensional concepts of emotions [42], and also better realized fact by psychologists that the measure is double related to PNB – a person needs not only minimization of negative and enhancing positive balance of emotions, but also optimization of emotion activation level regardless its sign [8, 31]. See in details [3, 4].

takes place, then at the intermediate stage improvement follows with further deterioration (decreasing positivity). Meanwhile PNI changes in the bell-way: first it rises, then – after reaching maximum at the intermediate stage of mastering the activity – it falls. “Energy” model (En- model) comprises “contrasted” dynamic curves P and N during energy expenditure and, consequently, the reverse sinusoid of PNB dynamics in the sequence “improvement – worsening – improvement”, and bell-way PNI dynamics as well (Fig. 3).⁴

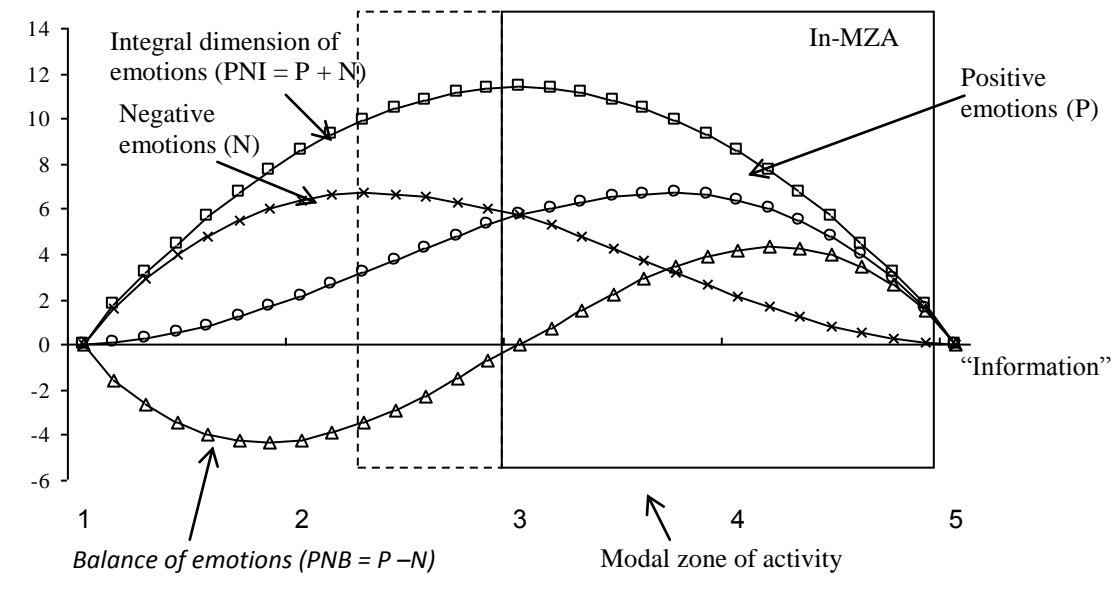


Figure 3. “Information” model of activity dynamics of emotions (in-model) (adapted from [5]).

⁴ Between information and energy activity aspects in most common case the inverse relationship is considered to be dominant, because activity rise is necessary for doing information, it enables to lower necessary energy expense. The less developed the activity is, i.e. the higher the level of difficulty – novelty is for a subject, the more expenditure (the price of activity) must be carried out for “compensation” the lack of knowledge, skills, habits, abilities, and the more complicated and tiring it is for fulfilling it. It is reflected in the definite dependencies in some investigations referring to “motivation complexity law”: the more capable for doing the task a person is, the lower his planned effort becomes (see [14, 30, 34]).

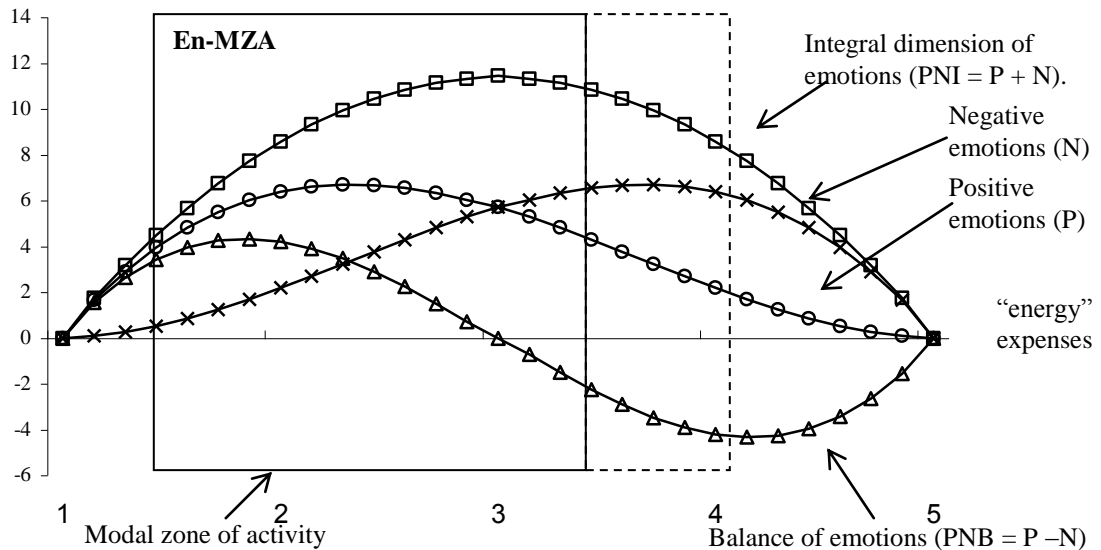


Figure 4. “Energy” model of activity dynamics of emotions (En-model) (adapted from [5]).

Both in the “information” and in the “energy” models modal zones of activity (MZA) play an important role – these are parts of theoretically possible continuum of independent variables concerning activities, performed by most of “common” people, functioning in “normal” conditions (Fig. 3, 4). In the idea of MZA zone of In-model (In-MZA) the suggestion is that together with the general tendency to be informed (the more information, the better) there is more “subtle” picture of dependencies, according to which the level of information above middle is more attracted for “modal” person (this point on the information scale is between very high and middle levels). The process of achieving this level is accompanied by improvement of PNB, that is conditioned by rising P and falling N (reciprocally directed dynamics); in further increase of information level alongside with N, P begins falling faster than N (asymmetrical unidirectional dynamics) for decreasing PNB making the subject search opportunities for higher level activity. Within the frameworks of a new level activity (which an emotional dominant moves on) a subject further perfects an old activity becoming more and more instrumental (and less emotionogenous) in relation to a new one. In the idea of MZA zone of En-model (En-MZA) the suggestion is that alongside with the general tendency to minimize expenditure (the less expenditure, the better) there is rather “subtle” picture of dependencies, the functional task of which is to provide high emotional value in active action (moderate energy expenditure)

compared to inactivity (an economical state depriving the subject of the opportunity in vital needs) and too vigorous action (losses exceeding acquisition and reducing the opportunity of satisfying other needs). It is achieved by positive-asymmetry growth of P and N, providing the improvement of PNB while increasing expenditure till its moderate level and rising N with falling P – all these worsen PNB during further expenditure growth.

Verbal characteristic of hypothetical curves of activity emotional dynamics in MZA of In- and En-models is presented in table 1. Formulating these hypotheses, we mean an extended MZA (in Fig. 3, 4 the extension is indicated by dotted line), because the empirical material being discussed further is received by using “experimental” activity of a more high level of difficulty, than "natural" activity (see [4]), hence, it influences not only MZA, but the most part of segment 2-3 of In-model and segment 3-4 of En-model. Therefore, hypothetical curves of positive emotions are presented not in a bell-shaped, but as single-peak curves with relatively weak linear tendency of rising and falling.⁵ By speaking “relatively weak” we mean that in this case the linear tendency must be weaker than in PNB curves, where both relative length of dominant arm and its slope have bigger magnitude. Hypothetical PNI curves are adjusted, due to MZA extension the length of a shorter arm enlarges, therefore the linear tendency weakens.

Table 1.

Hypothetical curves of activity emotional dynamics in extended modal zones of activity of “information” and “energy” models

	“Information” model	“Energy” model
Negative emotions (N)	monotonous downfall	monotonous upraise
Positive emotions (P)	non-monotonous single-peaked with relatively weak rise tendency	non-monotonous single-peaked with relatively weak down tendency
Balance of emotions (P-N)	non-monotonous single-peaked with rise tendency	non-monotonous single-peaked with down tendency

⁵ Non-monotonous single – peak curve with the linear tendency of rising is called a curve with the left arm, longer (and/or steeper) than the right one. The tendency of falling takes place with the curve with opposite parameters. We call bell – shaped curve a symmetrical curve without tendency for rising and falling.

Integral dimension of emotions (emotional arousal) (P+N)	non-monotonous single-peaked with relatively weak down tendency	non-monotonous single-peaked with relatively weak rise tendency
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The main task of this work is to verify the mentioned hypotheses. The additional aspect of work is further verification of *efficacy model*, also included in the “family” of ADE models, and concerns the dependence of emotions on activity efficiency, i.e. its result minus energy expenditure to get it [3, 4, 24]. In the literature, revealed by us (see [3, 4, 6, 7]), different aspects of the efficacy model (it contains the same curves as In-model) find some support. For example, the results of one great cross-cultural investigation, embracing 40 countries (see [21]), say that the dynamic picture of four emotional dimensions during the growth of purchasing power (one of the indicators of their life success) is characterized by correspondence with this model curves in MZA area [6]. The verification of efficacy model we began in the work done in the schoolchildren sample. Obtained curves of impact of academic performance on hope-optimism and hopelessness-pessimism (also their balance and integral dimension) conform in most cases to hypothetical curves [4]. In the present work we take the chance to go on verifying the given model.

The measuring of independent variables. Participants were doing thinking activity, the material was a set of 15 tasks, representing a subtest “New Words” of the intelligence test APIS-Z [32]⁶. Each task is to find a word consisting of a certain number of letters that would make up a new word out of three given words⁷. Choosing these tasks taken from the intelligence test, together with their metric advantages, we took into consideration the following. Individual and social processes of life organization and regulation of “natural” activities result in the fact that many people in the functioning conditions, chosen and recognized as normal, have mainly positive balance of

⁶ According to the results of validity research [32], its load (0,86) in the test matrix, obtained among students sample of different Polish higher educational establishments, turned out to be dominating.

⁷ In the context of research tasks we treat this activity in the aspect of that it has much in common with any other activity studied in psychological researches (see [14]. We follow the well – known tendency (obviously or not obviously expressed) to treat “thinking as living human activity having the same principal structure as practical activity” [11, p. 43]. Like another activity for its it requires information and energy support that we tried to measure with the help of rating scales described further.

success and failure [4]. Using these tasks we tried to create such conditions where we would have the investigation opportunity of what is “done” in not only in MZA, but also probably, in most parts of 2-3 segment of In-model and 3-4 segment of En-model, characterized by negative balance of activity results⁸. Testing was carried out at the seminar-laboratory classes within the frameworks of the double task: to introduce methods of psychological researches and self-diagnostics of professionally important sides of intellect. In other words, we assume that performed roles in the course of the investigation were included in the process of students’ activity and provided natural motivation for them.

For measuring information and energy variables 5-point self-assessment scales were used. The self-assessment of skills relevant to this activity was taken as the measure of the *information variable* (the statement “my skills turned out ...” with the usage of assessment continuum from “very poor” to “very good”)⁹. The subjective perception indicator of difficulty-wearisomeness activity represents *energy variable* – i.e. integral score given on the basis of averaging difficulty score (the statement “the major part of tasks was ...” using the assessment continuum from “very easy” to “very difficult”) and exhaustion score (the statement “my exhaustion was ...” using the assessment continuum from “very little” to “very big”). As a measure of activity *result* (performance level) we used a quantity of solved tasks during fixed time. As a measure of *effectiveness* understood as obtained result by a subject minus expenses for getting it, an integral score was taken on the factor (variance 46,8%), including the estimation of result of work with the test, and

⁸ Evidently, zones 1-2 of In-model and 4-5 of En-model are too extreme to connect research expectations with them in the frameworks of activity, which is not extreme for participants.

⁹ In colloquial Polish language the word “skill” has a wide meaning, including the meaning of the word “knowledge”. For example, Polish student uses this word to denote that he assimilated theoretical material to the seminar – i.e. Russian student expresses in words “I know this material”. Such skills are partly included in the scope, and it is peculiar for the Russian everyday language. A child, who learnt to write, they say he can write well. The word “skill” in this context we can treat as representation of information variable taking into consideration that interpersonal difference on the level of knowledge, skills and habits relevant to this activity reflects the difference on the level of abilities (to the extent where expenditure on mastering the activity is compared by different individuals). As pilot attempts showed, the usage of other mentioned words as scale positions for measuring information variable was perceived by participants as less “natural” (knowledge, skills) referring to the given material or having too expressive valuable load (abilities), with attributive distortion following (see [14]). We took into account that the usage of single-item measures is not rarity in psychology, on the reason of their convenience and appropriate psychometric characteristics (see [28, 40]). Judging by the practice of tests validity by means of compare of their index with the relevant activity result, for example, school academic performance, that in our case the criterion validity of skills index, we suppose, may be acceptable due to the activity result students take part in ($r=0,49$ $p < 0,0001$) approximately corresponds in literature [36].

also grades on scales of difficulty and exhaustion (loads were: 0,57, -0,78 and -0,68, respectively).

The measure of dependent variables. Positive and negative emotions were evaluated with the help of scale, items of which (for instance, “interested”, “distressed”, etc.) were unified by one heading (“while solving tasks of the test I felt myself ...”) with responses format: (1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree). This scale comprises 6 adjective groups denoting emotions that, as problem analysis showed, can be recognized as basic positive and negative components of activity system (see [9, 14, 19, 20, 29, 38, 39]): interest-curiosity (4 items), hope-optimism (2 items), joy-pleasure (5 items), anxiety-worry (5 items), hopelessness-pessimism (2 items) and sorrow-grief (5 items). After finishing working with the test we asked participants to evaluate the pointed emotions in the way they experienced from the beginning up to the end of the tasks solving. It was firmly grounded that such grades, to the a certain extent, shape the emotional life of a person in the real activity, which is made up of experiences reflecting all basic sides of the process, the stream of life within the frameworks of a profession, family, etc.¹⁰ Cronbach alphas for subscales P and N in our investigation are 0,84 and 0,92, respectively. P and N indices were calculated as an averages of positive and negative emotions scores, respectively. The difference between P and N indices was considered as emotional balance indicator ($P-N$), and the sum was emotional arousal indicator ($P+N$). The correlation between the received additive indices and indices given from the factor analysis for P, N, $P-N$ and $P+N$ amounted to 0,94, 0,97, 0,99 and 0,87, respectively, that testified about the benefit of satisfactory factor validity of the first ones.

Procedure. Work with methods was performed in groups of 15- 25 people and had an anonymous character. Participants solved tasks of the intelligence test, after that they evaluated the experienced emotions, and information and energy aspects of their activity. Information about the results of solving tasks they received after all measurements¹¹ to avoid its distorting impact on the work with rating scales.

¹⁰ How much are dependent variables, measured by this way of emotions, compatible with such independent variable as activity result, representing its final “unit”? In this question we proceeded from the assumption that the result is not only a level indicator the activity is based on (its final total result), but also a level indicator it was performed on (its process), the indicator of any “medium” level of accomplishing of all elements and activity steps (setting intermediate goals, searching methods of realizations, achievement – not achievement aims, etc.)

¹¹ Each student from the pile of sheets with the work results chose the one to be indicated with the code having being imagined before.

The sample. First-year students (n=181) from different faculties of Academia Swietokrzyska (Poland) aged 18-23 years old (M = 19,30; SD = 0,75), including 160 women and 21 men took part in the research.

The processing of empirical data. Research hypotheses we verified with the help of regression analysis – non-linear (a form of non-linear curves) and linear (linear tendencies of non-linear curves dynamics). Choosing one of non-linear equations (quadratic, cubic, etc) from a set of significant ones for some dependence, we were guided by both the value of characterizing the non-linear regression coefficient curve and (in case of a doubt) parameters accounted for separate sequence elements of independent variable of the linear regression coefficient, characterizing monotonous parts of this curve.

RESULTS AND DISCUSSION

The correlation between information (skills) and energy (difficulty-wearisomeness) indicators is $r = -0,43$ ($p < 0,001$), that corresponds to the theoretical understanding of the relations between them both from the point of view of the sign (difficulty-wearisomeness activity as a result of reflecting the lack of information of energy expenses for doing it) and from the closeness point of view; it permits to treat them as interrelated and at the same time relatively independent from each other phenomena [17]. Positive correlation of activity result with skills ($r = -0,49$ $p < 0,001$) and the negative correlation of activity result with difficulty-wearisomeness ($r = -0,19$ $p < 0,01$) are revealed, evidently, it should be interpreted in the following way: while mastering the activity and enhancement of its performance level, information is increasing and energy expenses are decreasing. In fact, the second dependence turned out to be weak. We tend to account for it as “collision” of two opposite tendencies: the tendency of negative relation of energy expenses with the result (in the course of the activity mastering, due to information growth the result is increasing and expenses may fall down) and the tendency of positive relation of these variables (in the process of fulfilling the activity the result rise takes place due to expenses increase). Simultaneity of these processes (mastering in performance and performance in mastering), probably, stipulates the mentioned “collision”. Another (but not alternative) reason of the weak reverse relation of the result with the energy may be slowing down of energy expenses by the subject due to the information rise with the purpose of acceleration of result increase. Yet, this explanation in our case is supposed to be less adequate, recalling above-mentioned close correlation of information with energy. It would have more significance not in case of “quasi-natural”, but authentically natural and promoting in this structure of

individual activity, where expenses are necessary. As for the relation between basic dependent variables, P and N “typically” (e.g. [23]) correlate between each other ($r = -0,48$ $p < 0,001$).

And now let’s talk more closely about data, linked with the general gist of models. The first fact to be pointed out is overwhelming majority of P (2,46) over N (2,12) ($p < 0,01$), i.e. positive balance (0,34) of emotions measured by us. It is similar to the sign with the obtained results in the works on subject well-being results [22]. Yet, it is not similar to the positive balance degree. So, in the above-mentioned investigation with the participation of citizens of 40 countries [21], calculated on the basis of available data the mean ratio for P, N and PNB, are respectively 2,46, 1,18 and 1,28. In another above-mentioned research with the participation of schoolchildren [4] the mean ratio for hope-optimism, hopelessness-pessimism and their balance made up, respectively, 3,01, 1,97 and 1,04. The magnitude of positive balance in these two cases is significant ($p < 0,0001$) and, as we can see, is higher than one, obtained in our work. The reason is, probably, those contrasted sample don’t correspond to the not coinciding zones of X axis: international and academic sample with their natural activities approximately are responsible for MZA, in the present work the sample with its “artificially-natural” activity of advanced difficulty corresponds, as we assume, to “negative-extended” MZA.

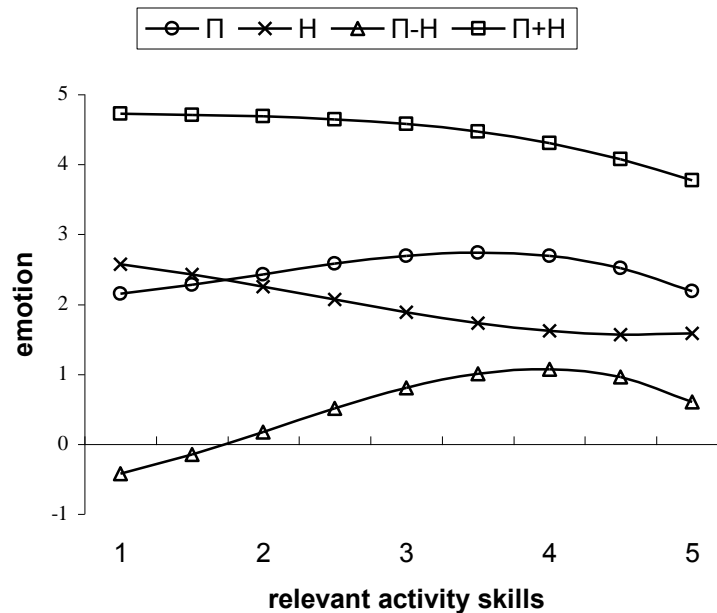


Figure 5. The impact of “information” activity aspect on emotions.

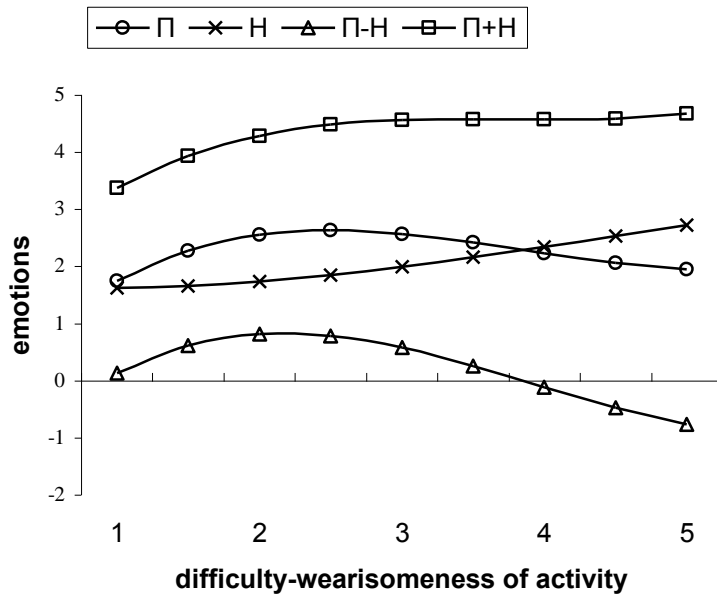


Figure 6. The impact of “energy” activity aspect on emotions.

Table 2.

The impact of activity aspects on emotions

Emotions	Parameters of regression equations								
	f_x	R	df	F	p	b_0	b_1	b_2	b_3
Independent variable: “relevant activity skills” (“information”) (scale: 1 - 5)									
Negative (N)	Lin	0,50	179	59,67	0,001	2,8729	-0,3147		
	Cub	0,50	177	20,21	0,001	2,6984	0,0172	-0,1678	0,0244
Positive (P)	Lin	0,35	179	25,68	0,001	2,0762	0,1597		
	Cub	0,46	177	15,54	0,001	2,0880	-0,1287	0,2278	-0,0412
Balance (PNB=P-	Lin	0,51	179	62,16	0,001	-0,7967	0,4744		

N)	Cub	0,54	177	24,34	0,001	- 0,6104	- 0,1459	0,3956	- 0,0655
Arousal (PNI=P+N)	Lin	0,27	179	14,26	0,001	4,9490	- 0,1550		
	Cub	0,31	177	6,41	0,001	4,7864	- 0,1114	0,0599	- 0,0168
Independent variable: “difficulty-wearisomeness activity “ (“energy”) (scale: 1 – 5)									
Negative (N)	Lin	0,44	179	43,16	0,001	1,0415	0,3292		
	Cub	0,44	177	14,52	0,001	1,6996	- 0,1959	0,1254	- 0,0088
Positive (P)	Lin	0,32	179	21,08	0,001	3,0270	- 0,1737		
	Cub	0,43	177	13,41	0,001	- 0,2491	2,7418	- 0,8085	0,0704
Balance (PNB=P- N)	Lin	0,45	179	46,34	0,001	1,9855	- 0,5029		
	Cub	0,49	177	18,17	0,001	- 1,9487	2,9377	- 0,9339	0,0791
Arousal (PNI=P+N)	Lin	0,23	179	9,97	0,002	4,0686	0,1556		
	Cub	0,28	177	5,15	0,002	1,4505	2,5459	- 0,6831	0,0616
Independent variable: “activity effectiveness” (scale: -2,5 – +2,5)									
Negative (N)	Lin	0,47	179	49,96	0,001	2,1183	- 0,2749		
	Cub	0,48	177	17,66	0,001	2,0709	- 0,2991	0,0507	0,0129
Positive (P)	Lin	0,36	179	26,49	0,001	2,4591	0,1514		
	Cub	0,49	177	18,35	0,001	2,5479	0,2542	- 0,0998	- 0,0450
Balance (PNB=P- N)	Lin	0,49	179	55,91	0,001	0,3407	0,4262		
	Cub	0,54	177	24,27	0,001	0,4771	0,5533	- 0,1505	- 0,0578

Arousal (PNI=P+N)	Lin	0,23	179	10,14	0,002	4,5774	-	0,1235		
	Cub	0,27	177	4,81	0,003	4,6188	-	0,0450	0,0491	-
Independent variable: "activity result" (scale: 0 – 15)										
Negative (N)	Lin	0,25	179	12,08	0,001	2,3781	-	0,0552		
	Cub	0,28	177	4,91	0,003	2,5636	-	0,1974	0,0247	-
Positive (P)	Lin	0,25	179	11,58	0,001	2,2766	-	0,0388		
	Cub	0,33	177	7,24	0,001	2,1621	-	0,0598	0,0080	-
Balance (PNB=P-N)	Lin	0,29	179	16,23	0,001	-	0,1016	0,0940		
	Cub	0,33	177	7,31	0,001	-	0,4015	0,2572	-	0,0001
Arousal (PNI=P+N)	Lin	0,08	179	1,23	0,269	4,6547	-	0,0164		
	Cub	0,17	177	1,69	0,170	4,7257	-	0,1376	0,0327	-

Notes: f – mathematical function, *Lin* – linear function; *Cub* – cubic function; R – standardized regression coefficient; df – freedom degree, F – test F ; p – significance; b_0, b_1, b_2, b_3 – components of the regression equation

As for the curves, while using information and energy independent variables (Fig. 5, 6; table 2)¹², the picture is nearly coordinated with the appropriate models adjusted to participants in our work in zones (extended In-MZA and En-MZA), both in the aspect shape and in the aspect of linear trend of hypothetical curves (Fig. 3, 4; table 1).

The conformity of obtained in the work curves to In- and En-models stands for their incongruity (at least, partly) of above-mentioned models of two types which we considered from the point of view of their suitable basis

¹² As for P and N the scale (1-4) is used with the minimum score equal to 1, but not zero, curves of these emotional dimension (PNI as well) in the pictures are shifted upward, it should be taken into consideration comparing them with curve models. We underline that for convenient perception of pictures we don't give linear regressions, characterizing general linear dynamic trend of non – linear curves. You can judge about them by parameters of equations in table 2.

for developing problems of ADE and recognized them as partly adequate to currently well-known data [3, 4, 5]. What is the incongruity? As to models with single-peaked curves P and N (Fig. 1), single-peaked curve was revealed in case P and wasn't revealed in case N. At the same time, similarity of empirical and theoretical curves P on the single peak parameter is accompanied by their incongruity of linear tendency character: in models of the pointed type applying to the extended MZA in the process of extending information the tendency of falling P would be expected theoretically, while the obtained empirical curve P demonstrate the rise tendency. All said is justifiable (in a mirror image) also for energy independent variable.¹³ In models with single-peaked curve PNB (Fig. 2) the curve of positive emotions is monotonous, while P-curves obtained in the work are non-monotonous. Besides, these curves have opposite linear tendencies: in empirical "energy" case the tendency of falling takes place, in the models of discussed type is the tendency of rising; in the "information" model there is the reverse interrelation.¹⁴ As for curves N and PNB, there is no contradictions of the given type models with empirical study. Together with the above it should be noted that our empirical P and N curves include not only synchronously varied elements, but heterochronously (reciprocally) varied elements, they are absent

¹³ One sold remind that vectors of "information" and "energy" independent variables are in reciprocal relations, that's why the turn of the model, having "information" character, on 180 degrees makes it "energy" model and vice versa.

¹⁴ Alongside with the verification of the whole P-curves, more interesting, in our opinion, "critical" pieces of these curves were subjected to additional verification – to great extent, they distinguish models with single – peaked curve PNB (Fig. 2) from ours [5]. The linear regression equation intended for subsection, corresponds to the zone 2 – 4 of En-model (after breaking point of positive emotion curve) ($P = 2,49 - 0,21X$ $R = 0,40$ $F = 30,51$ $p < 0,001$), and underlines that the curve of P-emotions is falling, i.e. "behaves" not on Berlyne's, Spielberger – Starr's models, but according to En-model. It is firmly grounded that the more adequate explanation of non – monotonous balance curve is the difference in the character of monotonous curves of positive and negative emotions (two monotonous curves make up third non – monotonous, as it was shown in Fig. 2), and, primarily, of non – monotonous curve of positive emotions (Fig. 4). Everything is true related to the In-model, if models with single-peaked curve of PNB (in case of reorientation of their independent variable in the opposite direction) are considered to be relevant to the problem of information influence on emotions. As for curve of P-emotions the linear regression equation supports it; it is intended for subsection corresponding the zone 2 – 4 of In-model up to the break point of this curve where it is rising ($P = 2,01 + 0,19X$ $R = 0,42$ $F = 37,44$ $p < 0,001$). As we can see, in the scrutinized cases our models (here they correlate with common sense) are more truthful than suppositions coming out of models with single-peaked PNB-curve. It would be interesting to verify other pieces of the same curves – those pieces that, correlating with both our models and models of Berlyne, mostly contradict our common sense. In the sample, approximately corresponding the zone 1-2 of En-model, curve of P-emotions is rising ($P = 3,58 + 0,63X$ $R = 0,59$ $F = 10,81$ $p < 0,004$). In the sample, approximately corresponding to the zone 4-5 of In-model, the curve of P-emotions has the tendency of falling ($P = 5,18 - 0,65X$ $R = 0,41$ $F = 3,03$ $p < 0,1$). As we can see in these cases common sense is "weaker" than the theory.

in either the first or the second type models, but they are present in the In- and En-models.

The usage of two other independent variables (effectiveness and activity result) being investigated here as additional ones, gave data in favour of correspondence of revealed dependencies of efficacy model (it contains curves of the same type as In-model) [3, 4] and data, having obtained by us in its support earlier [4] (see Fig. 7, 8; table 2). Only in one case the significant relation wasn't found, namely in the case of PNI dependence on result¹⁵.

One might notice the following peculiarities of obtained data. Closeness of dependencies (both linear and non-linear) “skills – emotions” is practically identical to the closeness of dependencies “effectiveness – emotions” (table 2). It may be explained in the following way. Proceeding from the assumption that activity accomplishment is provided, first of all, by the information usage and energy expenses, and efficacy is understood as the result minus expenses on it, it is easy to come to the conclusion about similarity of information and effectiveness image variables influence on emotions. If in calculation of efficacy index from the result we “deduct” energy expenses, in “remainder” we reveal, mainly, what we call information. That means that efficacy and information variables in such conditions must be characterized by great closeness. Consequently, there is similarity of information and efficacy models [5], and in our empirical study there is similarity of corresponding curves (the correlation between these variables is 0,56 $p < 0,001$).

¹⁵ The point is the following. Additional verification showed that in all three positive – negative emotional pairs included in our list, this dependence is significant and corresponds to the models, but rather weak (probably, as was pointed out earlier, due to MZA extension). Joining of correlation fields of PNI, being wide (due to weak ties) and on different height (having different means), three different emotional pairs could do the final correlation field too wide, so that the dependence disappeared at all.

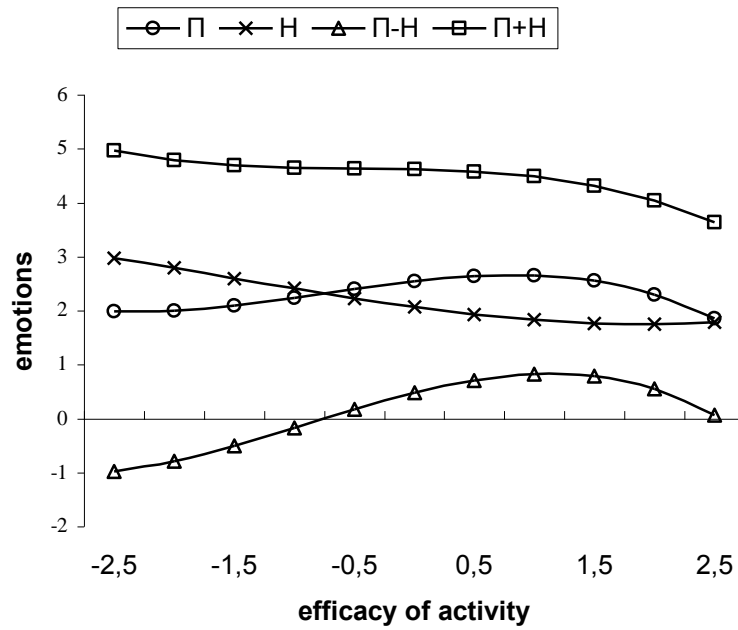


Figure 7. The impact of activity efficacy on emotions

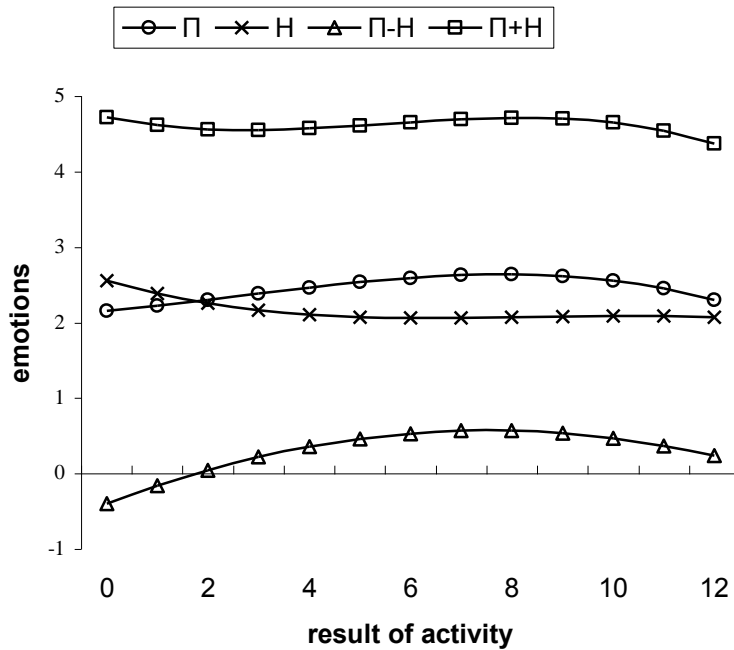


Figure 8. The impact of activity result on emotions

Another noticeable fact is dependencies “efficacy – emotions” to a great extent correspond to In-model, than dependencies “result – emotions”. It is evident from comparison of curves, and also regression coefficients characterizing them (table 2), they point at the difference of mentioned dependencies on closeness both in linear and non-linear aspects. We can see the reason in the following. Proceeding from the assumption that in energy-information provision of usual activity result, done in typical conditions, the leading role belongs to the “information” factor (prevailing “weight” of expenses wouldn’t allow to satisfy a person’s needs), one might assume that curves “result – emotions”, obtained in the investigation of such activities, will look like curves of In-model, and as follows from the above, they will resemble curves of efficacy model. Evidently, it found its manifestation in our empirical study. Although the activity, done by our subjects, was more difficult than activities usually done by students, it wasn’t extreme enough according to this parameter for the role of energy expenses in its performance to have a dominating character. Besides, as it was underlined earlier, we wanted the experiment subjects to perceive everything they do as the natural element of their activity. But similarity with the In-model in case of dependencies “result – emotions” even in activities with the leading role of information factors must be less than in the case of dependencies “efficacy – emotions”, because the result parameter always comprises some expenses of “energy”, whereas efficacy parameter is calculated by complete elimination of “energy” from the result. As to activities with the leading role of energy factors,¹⁶ i.e. activities, which results have “wasted”, consequently, “anti-effective” character, had to present another picture. In this case only curves of “efficacy – emotions” looked like In-model, curves of “result – emotions” would resemble En-model.¹⁷ One can pay attention to more closeness of obtained the linear correlation “efficacy – PNB” compared to those obtained while studying the relation between job satisfaction¹⁸ and performance level (from relevant to the problem of the article fields of the research it gives the most quantity of data). The correlations of these variables are mostly significant, but weak, and makes up about 0,15 (see [41]). Our efficacy

¹⁶ For example, doing tasks without enough information maintenance, and it is impossible to avoid them for some reasons.

¹⁷ In case of these activities the obtained result mustn’t be considered as the measure of effectiveness. Another point is activities peculiar for “normal” activity of human life, that are comparatively well information maintained and results have moderate “load” of expenses. It is the result index that is considered as proper substitution of effectiveness index [3, 4].

¹⁸ This variable is calculated by the method, relating it to the same dimension category as PNB.

variable correlates with PNB on the level 0,49 ($p < 0,001$). Such ratio of dependencies (differences between them are significant on the level of $p < 0,001$) to a great extent we reckon, can be explained that efficacy aspect of activity is “free” from energy expense aspect, whereas the level of job performance, measured without elimination¹⁹ makes up ambivalent identity. This explanation is appropriate because the obtained correlation “result – PNB” is 0,29 ($p < 0,001$) and weaker than above – mentioned correlation “effectiveness – PNB” (differences significance is $p < 0,02$).

CONCLUSION

To our mind, the research fulfilled permits to make the following conclusions.

1. Obtained curves correspond to the general theoretical idea about the character of dependence of emotions on information and energy variables, laid in the tested models concerning rather extended model zone of activity.
2. The verification of the efficacy model, done as additional task, gave positive result.
3. Great conformity of obtained in the work curves to “information” and “energy” models are shown compared with the choice models of two types seen in the context of activity emotions dynamics, namely models with single-peaked curves of P and N and models with single-peaked curve of PNB.

Among future tasks, we think it is possible and necessary to pick out the following priority tasks.

1. Verifying the information and energy models in the present work, we scrutinized “direct” impact of information and energy variables on emotions, i.e. one can say, we realized a simplified research scheme. More valuable scheme that meets the requirements of In- and En-models must include these variables not as independent, but as intermediate (moderators); the result of activity must serve as an independent variable. Further more, in the present work we treated the aspect of relation between activity result end information-energy variables characterizing the process of *mastering* activity (taken by us in a “cross-sectional comparisons”²⁰). In this case interpersonal difference takes place on this parameter; it expresses the fact of positive correlation of result with available “information” (relevant activity skills) and its negative

¹⁹ This variable is calculated in different ways. The scientific advisor assesses the work of the employee more often. Assessments, self – assessments made be colleagues, direct measure of quantity and quality of done work are used.

²⁰ It would be desirable to continue working over the aspect of the problem using more “sophisticated” method which is longitude in its activity version (tracing the process of activity development).

correlation with spent “energy” (difficulty-wearisomeness of activity). While mastering activity the former is rising and the latter is falling²¹. In the shade of the pointed (dominating in this case) “negative” aspect of relation between result and energy variable another “positive” aspect is “hidden” characterizing the process of activity *performance*: the more energy expenses, the higher result²². The reference to this dependence (requiring special method efforts) – a task of the further investigations.

2. The second task implies the weakness of PNI correlation with information, energy and effectiveness variables, and also the absence of correlation of this index with activity result. Alongside with the mentioned reason, these data may be explained by different emotional dynamics, that (together with other considerations) point at the necessity of selecting functionally different types P and N and comparative research of curve forms in their activity dynamics.

3. The following task is that the next reason of the same data about the weakness

of PNI with activity variables could be “statistic collision” of two forms of emotional arousal dynamics, modified by the general tendency of activity – tendency of falling of this variable during result enhancement in persons with one motivation type and tendencies of arousal rising in persons with another type (e.g., [1, 14]), it hasn’t been taken into account yet in our models.

All these facts outline the ways of further researches. At the same time it is necessary not only to go on experiments in groups of “common” people, functioning in usual conditions (“function majority” corresponding to MZA), but also to extend work by popularizing it in people who are more extreme on parameters, connected with activity effectiveness (“function minority”) than that one we are doing in this article.

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²¹ See the above – mentioned data about inverse correlation between energy and information indices.

²² May be, in our case it is latent "competitive" action of this “shade” positive relation that stipulated the relative weakness of the inverse correlation between treated variables.

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Organization of psychological work

Deryabina O.M

A Psychologist's Place in the State and Social Expertise

The present article meets the requirements of the society, namely the necessity to give students and psychologists – colleagues the information and knowledge about one of the most “less advertised “ (i.e. not published) unit of psychology which is organizational psychology on the macro level (Ashmarin and Judin, 1997 call it “fundamental level”).

The author feels the responsibility for writing such an article not only because she has been delivering special courses on this theme to the students of the psychology department of MGOPU for five years, but primarily she was involved in the very first experimental works of the kind since late 80s when neither the author nor her colleagues knew that they are engaged in organizational psychology associating themselves as social psychologist (a well-known Molier's character didn't know that he speaks prose).

The article enables psychologists (especially mature psychologists and consulting psychologists) to see the significance of the previous experience and establish their own niche in the field of “fundamental humanitarian expertise” (Ashmarin, Judin, 1997).

Keywords: *socio-humanitarian, humanitarian, scientific, social-psychological expertise; social and state expertise, complex expertise.*

The notion of “humanitarian expertise” penetrated the psychologists' life in the late 1980s.

I.Expertize: socio-humanitarian, humanitarian, scientific, social.

The analysis of literature shows that about at the same time investigations in the field of the expertise began in different spheres of science connected with psychology (cf.the literature: Reimers,1990; Dridze,Tukov et.al./Sociohumanitarian expetize, Round Table,1992/; Genisaretsky, Judin, et.al.,1996-1997; Lukov,1996).

It was Nikolay Fyodorovich Reimers who first began analysing the definition, aims and principles of the expertise and called it scientific. One of the first basic requirements is the following: “ the object must be subjected to the goals of development of the local economy and population (including

keeping people healthy and making the life span longer) , and only then – to the state interests”²³ (27,p.1). Such principle (together with other principles written in the same work - for example, the principle of “social value”, p.11, or the principles “ the person’s risk of being sick,.13; “ social risk”, p.14, etc) allows to reckon that Reimers mentions about the same humanitarian (or sociohumanitarian) expertise calling it “scientific” like all other authors do. By “scientific” this researcher implies independent from interested structures and institutions.

Let’s consider different authors’ opinions. According to A.U.Kharashu humanitarian expertise is the activity of the total evaluation of “consequences for a person (the population of the region or a social group) which happened in the past (early or recent), present or the nearest future (31, p.101).

According to Ashmarin and Judin (1997), humanitarian expertise is “ the systematically organized activity directed to the prediction of new dangers for human potential” (see 2). It is conducted for the complex analysis of bills, draft projects and decisions of the executive branch, for estimation of technical gadgets, for the evaluation of condition (the dynamics of human potential changes), of existing and project technologies, including social ones (for instance, the contents of the humanitarian education at school). The authors underline that it would be unreasonable to treat the expertise of any new technology (in a broader sense) as one action; it is necessary to trace new phenomena and effects made by it, and to assess revealing opportunities, as well as risk factors caused by the expertise. The result of the humanitarian expertise mustn’t be limited by the final conclusion; one more result is also important – it is the establishing channels through which the interaction can be carried out with the formation of communicators²⁴ realising and using its constructive opportunities. In the author’s opinion, humanitarian expertise, on the whole, might have been the effective tool of the strategic and tactical correction of social (and cultural) state policy by assessing state solutions, federal and regional programmes²⁵, projects, initiatives.

Norwegian philosopher Skirbek, in our authors’ opinion, is the father of the term “ humanitarian expertise” and the main founder of this notion. He considers it as “the transition from technological expertise to multi- and interdisciplinary expertise and further – to a wide public discussion (2,30,38). In other words, “ humanitarian expertise according to Skirbek is not only the

²³ Underlined by us.- O.D.

²⁴ I.e. the formation of civil positions of people involved in the process

²⁵ It was in the case with the State expertizing of Chernobyl programme (1990).

process of making up specific decisions but continuous and full-scale dialogue during which the process of disclosing, discussing and agreeing hints and values (often hidden, unconscious) of different social groups take place alongside with the reasoning and critical notes of supposed solutions”. It should be emphasized that A.U.Kharash also treats the humanitarian expertise as a dialogue beginning with the expert investigation and finishing with not the expert conclusion (see 31, p.121-122). He introduces the term of regional preparation for the humanitarian expertise (31, p.120), which implies the feedback of population, institutions, administration and mass media.

Nearly at that time the dialogue of Russian and French scientists happened on the problem of sociohumanitarian expertise. It was a round-table discussion within the frameworks of Russian-French conference “Psychoanalysis and Sciences About Human Beings” held on March,30 – April,3 1992. (29, p.73-81). The participants of this round-table discussion expressed different opinions on both the history of sociohumanitarian expertise and definitions of the expertise, its goals and procedures.

Eve Schwarts, Ph.D. (Paris) proposed to treat the expertise sociohumanitarian if experts, a person or the social group as respondents are in human relationships. In other words experts are searching for the human meaning in the activity to be projected onto these respondents (29,p.73).

Developing this idea V.M.Rosin underlines that “on the one hand sociohumanitarian expertise should be considered as the description of the situation, on the other hand – as the beginning of the innovation process” (29, p.75). As we can judge, this very opinion is intertwined with G.Skirbek’s and A.U.Kharash’s points of view.

A.A.Tukov adds that the expertise becomes sociohumanitarian when respondents are seen not “objectively”, but “ public personalities having their own opinion, attitudes to these projects” and when these opinions are compiled and taken into consideration (29, p.76).

Anatoly Tukov stresses that the compilation of these opinions (and their further decoding, as T.Dridze particularizes, p.80) is rather hard work on “transferring” a person from common point of view to the position of a public personality²⁶ having civil opinion (29, p.77).

V.S.Styopin underlines the historic character of sociohumanitarian expertise: only after the formation of social – oriented system of liberal economics in developed countries the problem of the sociohumanitarian

²⁶ We may say – to the active civil position.

expertise might arise because it “ensures the harmonization of human relations, elimination of social conflicts” (29, p.76).

Tamara Dridze expressed an interesting opinion that there is a completely different approach to the expertise in France and Russia: in France it has the arbitration character (i.e. it is held in conflict situations), whereas in Russia it holds the character of supporting decisions and the status by branch departments and, correspondingly, it is held sometimes in the process of realization of this or that project (for instance, building)- 29,.77. V.A.Lukov pointed out(25), later T.M.Dridze(26,p.205) was for the development of principles and methodology of conducting the complex ecosociohumanitarian expertise. It was facilitated by theoretical thinking of her participating in practical expertise (for example, in Zaporozhskaya, 1989).

T.M.Dridze’s idea is still true, and therefore the following idea deserves special attention that “governmental solutions of the expertise have a department- branch character. The consequences of such “solutions have a social-regional character...City-dwellers and villagers reap the fruits, their life principles don’t coincide with official ones, regarding the fact that their life quality is subjected by irretrievable damage” (29,p.78).

Unfortunately, the dialogue about sociohumanitarian expertise was about an abstract thing, there were no examples of particular expertise; all these facts result in misunderstanding of the discussed subject and if the participants are competent in the question not only in theory, but in practice as well.

Valery Andreevich Lukov demonstrates another approach. He develops the notion of **social expertise**, which became the subject-matter of the textbook published by the Youth Institute in 1996.

“Social expertise is the research being conducted by specialists (experts) and comprises the diagnostics of social object condition, maintaining the true information about it and surrounding environment, prediction of its further changes and impact on other social objects, and also recommendations for taking management solutions and social project in terms when the research task is hard to formulate” (25,p.19). Under social objects V.A.Lukov means people, social communities, social institutions and processes, organizations, social values, ideas, concepts, standard acts, directly or indirectly implying normative changes, etc. “The list of social objects must be incomplete because the social reality is manifold and it doesn’t lead to a great number of characteristics. At the same time practical tasks of the social expertise don’t

make us exclude some of many social objects from the sphere of expert investigation, but pay attention to various objects” (25,p.19).

“The purpose of the social expertise is to bring the correspondence of government bodies acts and other social institutions with civil social interests, social politics tasks, and suggestions of attaining this conformity” (25,p.22).

As objects of the social expertise Lukov emphasizes federal and regional bills, department standard acts, normative judicial self-governing bodies acts, federal, regional, local social programmes and projects, state concepts in social politics field, social investigation concepts, etc. (p.23).

V.A.Lukov stresses that he came to realize the notion of “social expertise” working on the Family Law – “in the course of developing the concepts and mechanisms of family expertise to order of Social Protection Ministry of Russia in 1993-199” (p.4). That’s why the notion of “social expertise” is narrower to some extent than the notion of “humanitarian expertise”: the former includes the experimentation only project documents of the standard- legislative character, whereas the latter adds the analysis of situations of object projects: building, rebuilding, replanning, dismantling of pecuniary plants, bridges, nuclear power stations; it often happens in the situations of real or potential risk.

In any case, all researchers agree that humanitarian expertise is an estimating (theoretical and practical) activity IN THE NAME OF MEN, from the point of view of a man’s interests (the particular individual or separate social groups), where the man is the cornerstone, interpreted from Albert Schweitzer’s position (“veneration for life”) and some other humanists.

II. State and social expertise. It should be mentioned that till mid -90s it was no sense to split the expertise into state and social, for the status of social expertise wasn’t defined yet.

After the Law of Russian Federation “About Environment Protection” had come into practice (1994), new judicial frames appeared for the state ecological expertise (unit V, pp.35-38) and for social ecological expertise (p.39), though in our real life social ecological expertise appeared much earlier (see accounts about ecological expertise in Social Economic Union SEU, where the author worked, and international organization Greenpeace²⁷).

The necessity to differentiate the state and social expertise arose with the adoption of the law “About Ecological Expertise” (1995), where the principal significance of not only state, but also social expertise was marked.

²⁷ In the late 1993 Greenpeace published the report of its expert group 96 attempts of importing wastes in Russia in 1987-1993 (New Time, №38, 1994, p.33).

Examples (and the list) of expertise can be seen also in the article by A.U.Kharash (31, pp.90-99): he enumerates 16 scientific- practical works, some of them are mentioned here. It goes without saying, these two lists don't exhaust all expertise held for the last 15 years. Unfortunately, the access is limited to the titles of expertise and spheres of their implementation, not only to their texts.

To make a sophisticated summary the author tries to stick to rather simple scheme of describing the expertise, which duplicates the form of the very expert conclusion²⁸:

The title of the expertise and its problem; The client; Expert group; The deadline of conducting the expertise; Used methods; The Process of the expertise; Results; Conclusions and recommendations. And if it is possible, the consequences of the expertise where a psychologist's place is reflected. Such units as Used Literature and Appendix, being the main components of the expert conclusion, will not be mentioned here.

More complicated schemes of expert conclusions reflecting the reality deeper can be seen in the work of Elena Simakhina (2003), who analyzed some of the given expertise from the point of view of their form. The investigation was done under the supervision of the author of the article (see the literature).

III. State and social expertise: brief descriptions of cases.

It should be noted the main difference between state and social expertise: the difference is in the client. The first one is ordered by the state (in different forms), the second expertise is ordered by the society up to initiative groups of people. Correspondingly, they are subsidized by either the state or social budget (grants, donation, sponsor money, etc).

A.U.Kharash wrote the detailed information about this expertise, which can be found in his works (31, pp.88, 91) and in materials of VINITI (3, pp.104-108).

IV. State, social, complex and other expertise: a psychologist's place.

As for a psychologist's role, it combines both the role of the practical researcher and a citizen's role.

It is necessary to underline that this role depends a lot on the active position of the psychologist (to be more correct, on a psychological group: a psychologist rarely performs in such large –scale expertise alone). Probably, the activity of a psychologist's position may be well illustrated on the sample of Chernobyl programs expertise: A.U.Kharash, being the deputy director of

²⁸ Cf.Lukov (25,p.123-124, the chapter "Expert conclusion": the form of the review; Kharash (31,p.118-119).

the social- psychological group, was convinced for all expert group, comprising 88 people, 36 of them were academicians and Doctors of Sciences, that, primarily, the general text of the expert conclusion consisting of 80 pages (3, pp.14 – 95) includes the chapter “Notes and Suggestions on the Social – ecological Security” of 44 pages (3, pp.23 – 67), based on the conclusion of the social- psychological group. The impact of the social- psychological group is perceived in the rest part of the text (about 40 pages). Secondly, the same publication includes additional conclusion of this very social- psychological group – more 30 pages (3, pp.96 – 126). Thirdly, the conclusion of the expert group helped to correct people and territory rehabilitation programs who suffered in Chernobyl disaster: in the 1990s a great number of rehabilitation programs were carried out having medical and social character and intended both for adults and children. One of these programs was above- mentioned activity of VTK by Bobnyova M.I. “Votum- Psy” who published the results of practical investigations. And it is not the expert commission fault that in 2000s all Chernobyl privileges were taken away, and compensations were abolished.

To sum up, it should be noted that, first of all, new activity has emerged in our country for the last 15 years – expertising different projects (creative, building and dismantling projects of military, nuclear power and chemical plants) on the **project stage**. Secondly, clients of the experiment might be both state and social structures (including initiative groups of citizens engaged in the planned changes). Thirdly, despite the client (the state or society), competent specialists are invited to be experts possessing not only knowledge and experience but also certain social weight.

Thus, a psychologist’s place in both expertise may be the following: it is not only theoretical and practical role but also the skill to find and pick out groups of people involved, in order to demonstrate what is necessary to do to defend the vital interests of all revealed groups. It can be defined as the role of ideologist turning the expertise to a man – and it corresponds to the citizen’s role.

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Psychology of education

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Designing experience of developing space promoting transformations of a teacher's professional image of the world

The transition of developed countries to a postindustrial stage of evolution of the human civilization has been marked, on the one hand, with a person appointment to a role of the subject of knowledge, activity and communication who creatively approaches to designing the reality in which he has to live. On the other hand, in this stage we can observe the quiet destructive interaction with the Nature the part of which is the Person himself. Therefore it has got natural that a new field of human knowledge has been originated – the ecology solving the problem of preservation all alive on the ground, and, in its turn, the development of ideas of the *ecological psychology* examining psychological aspects of Person and Environment's interaction, including the educational environment. In our society the process of formation of objective preconditions for application of a personal-oriented approach to education that could solve a problem of development of ecological educational technologies is also obvious.

The designing of *special* pedagogical conditions for development of a child's personality as individuality gradually becomes the purpose and the main value of a modern comprehensive school. In accordance with it the task of a teacher consists in disclosing this individuality, helping in its display and development, finding selectivity and stability to social influences by the child. In opinion of I.S. Yakimanskaya [5] the decision of this problem is possible on conditions that the teacher analyses each pupil as an individuality in his/her subject displays and, on the basis of such analysis, he chooses differentiated forms of training. And, in this case, it is necessary to consider the differentiated training not as a purpose, but as means of formation and development of an individuality. Then, in our opinion, the main function of an educational process consisting in organizing an integrated space of knowledge and individual development of the personality both the pupil and the teacher can be realized.

One of the conceptual bases for representation of features of organizing such a space under the conditions of a comprehensive school has become the approach of I.S. Yakimanskaya who is the author of the educational project

«The personal-oriented school». Under modern conditions the principles of construction of personal-oriented educational environment developed by I.S. Yakimanskaya are of special interest:

1. Variety (an opportunity of children's free choice of means and forms of self-expression on the basis of the offered alternatives).
2. Flexibility (an opportunity of a teacher to change the plan of interaction with the pupil flexibly).
3. Openness (readiness of a teacher to use children's ideas and proposals in co-activity at a lesson and out of it).

But there is one more problem occurred here – first of all, the personal-oriented pedagogics means a *personal-oriented teacher* realizing the social importance of his role of «Intermediary» between Culture and Child. This problem includes the main *contradiction* between traditional ways of teachers' vocational training and modern requirements of the situation of educational system development. Such a teacher cannot realize a new paradigm in education: the professional attitudes and the value-sense reference points developed in the old paradigm prevent him from doing it.

Certainly, one of the important problems of realization of the personal-oriented approach in education is not only a creation of conditions for forming the psychological readiness for its realization, but also specially organized teachers' training in the bases of pupils' pedagogical diagnostics, to elaboration of specific didactic materials, and also in the bases of personal-oriented communication with pupils. And, what is especially important that this problem should not be solved «from the top», only with efforts of the administration and experts invited «from the outside», but with joint efforts of teachers, psychologists, and administration in various forms of «joint productive activity» [1].

In other words, the personal-oriented approach should be realized with regard to all subjects of education, otherwise teacher's additional load in reorganization of the professional work would result for him in the most negative psychological consequences. They can develop into rejecting new ideas, in occurrence of a state of anxiety and discontent that can cause the origin of a various sort of professional deformations. We deliberately fix attention on the personality of a teacher because the success of experimental work in the given orientation directly depends on his readiness and desire to realize new values in education.

Psychological readiness is a complicated phenomenon by means of which the stability of human activity in polymotivated space is explained, and which, in O.M. Krasnoryadtseva's [2] opinion, is shown:

1. In the form of attitudes (as projections of the previous experience onto «here and now» situation) preceding any mental phenomena and forms of behaviour and activity.

2. As a motivational readiness for «putting in order» one's image of the world. Such readiness enables the person to realize sense and value of what he does.

3. As a professional-personal readiness for self-realization.

Starting from the above-enumerated theoretical premises, we, together with J.S. Krupnova and G.V. Kaplina, have organized a research of psychological readiness of members of a pedagogical collective (49 persons in number) from Chelyabinsk school, planning to work with a pilot programme of application of the personal-oriented approach to education into the pedagogical process.

Research tasks:

1. The diagnostics of teachers' motivational readiness for transformation of their own pedagogical activity during the acceptance of values of the personal-oriented approach to education.

2. The definition of the professional-personal readiness for self-realization in pedagogical activity (through revealing the features of professional self-consciousness shown in satisfaction of professional activity).

3. The revealing social-perceptual attitudes of teachers towards the perception of a pupil.

Methods of research:

1. A procedure of studying of teachers' satisfaction with vital activity in educational institution. The author is E.N. Stepanov.

2. A questionnaire aimed at revealing a degree of teachers' vocational orientation toward the values of directive (traditional) and non-directive (the personal-oriented) approaches to education. The authors are O.M. Krasnoryadtseva and V.E. Klochko.

3. F. Fidler's procedure in the modification of I.P. Volkov, N.J. Hryashcheva, A.J. Shalyto, directed towards diagnostics of social-perceptual attitudes of a person.

The analysis of the results:

The study of teachers' vocational orientations toward the values of directive and non-directive approaches to educational process has become the task for the first investigation stage.

On the whole it is possible to say that the orientation of members of the pedagogical collective toward the values of the directive approach is characterized by a *low* degree of its *acceptance* ($X_{\text{mean}} = 7,6$ when $X_{\text{max}} = 40$), and toward the values of non-directive approach – an *average* degree of *acceptance* ($X_{\text{mean}} = 19,89$ when $X_{\text{max}} = 40$).

The analysis of the received data has allowed us to differentiate some groups of teachers with a different degree of acceptance-rejection of these values. On the whole it is possible to say that according to the results of the diagnostics in the pedagogical collective there are no people unambiguously rejecting the values of the non-directive (the personal-oriented) approach to education. However (as it has been shown by the investigations carried out in different pedagogical collectives), declaring at the level of the consent with this or that professional value (revealed by testing) does not mean yet that a teacher will creatively reconstruct his pedagogical activity according to these values, and change the strategy and the tactics of his professional activities.

The matter is that in this case teachers' position can reflect the presence of the *internal conflict* (the struggle of motives) in consciousness of teachers that is confirmed by the qualitative analysis of the received data.

On the one hand, teachers *recognize* the child's right to the «internal world», to «a free choice and the responsibility for it», to his position of «the subject», «the creator of culture»; *define* the primary goal of a teacher as a problem of «stimulating and organizing the sensible learning»; *designate* a «personal development» instead of «mastering some sum of knowledge» as a priority of educational process.

And on the other hand, the position of teachers is equally characterized by «school-centrism» shown in intensified search of opportunities «to adapt (to adjust) the child for the accepted system of education and for the contents of that which is provided for by the government standard». At the same time the teachers themselves display the «compounding approach» to solving *the problem of reforming* the education with the purpose of its humanization because they consider «good pedagogical technologies» as the primary factor of solution of a similar problem. In the very raising of the humanization problem of education in such a way there is a hidden global contradiction therefore the personal-oriented education resists technologization (becoming technological), and therein indeed lies its main value as it is focused on the

process of development of individuality, instead of on the average result of mastering ZUNs.

In this case there is a supposition that the motive of transformation is present at consciousness of teachers as «known» (because it gradually gets an urgency under the influence of the social demand), but, unfortunately, it does not exert a real inducing action on the process of professional development of a teacher.

The research of the level of teachers' satisfaction with their work, reflecting the correlation between motivational-valuable sphere of a teacher's personality and an opportunity of success in work with realization of leading motives of his professional-pedagogical activity, has allowed us to make the general idea of the fact what in particular does not satisfy teachers in professional work to a greater extent. The greatest percent (31%) of teachers with a low level of satisfaction is observed in the «**Organizing the work**» scale and as many (31%) teachers have an average level of satisfaction in the given scale, that is more than a half of teachers can be dissatisfied with their academic load, the schedule of lessons, the work of the methodical association, and also with an irrational use of their working time due to actions of administration or their own efforts.

But the sphere of professional work of a teacher, which causes the feeling of dissatisfaction at the least number of teachers (17%), though fixes the biggest percent (50%) of average satisfied teachers, is the «**Opportunity of display and realization of professional-personal qualities**». The qualitative analysis of this scale data has shown that in most cases teachers *do not feel a need* for professional and personal growth; do not feel a real opportunity to master their professional skill, to display creativity and their gifts. They are not satisfied with that fact that their progress and achievements are missed by the administration and their colleagues.

F. Fidler's procedure used in our research has allowed us to fix teachers' behavioural stereotypes through express-diagnostics of professional attitudes to pupils' perception. The analysis of results has relatively permitted us to divide teachers into four groups according to the prevailing type of their attitude:

The active-positive type of attitude is revealed in 27% (12 persons) of teachers what is shown in a benevolent inclination to all pupils, irrespective of their progress, diligence, discipline. And this benevolence can be shown at a very high level of exactingness. The distinctive feature of these teachers is a skill to respect children in advance, not for the certain merits, but simply

because each of the pupils is the personality with his own private world, opportunities, and with his own development potential.

As researchers mention among those teachers who show (by the results of the supervision) their opportunity to work in a subject-subject educational paradigm, the active-positive type of attitude is observed on the average in 87% of cases. And this fact is not admitted as casual, because the attitude to the pupil as to the subject of activity is recognition of the pupil's right to be like he is. The benevolent attitude to pupils, independent on the educational progress, is a display of the attitude to him not as to a social role (the pupil), but to a person as value to which are not affected marks of progress in performance of only one function (to study).

The functional type of professional attitudes dominates over 44% (20 persons) of teachers. For the functional type a stable casting attitude to the pupils, dependent on a degree of the pupil's progress in performance of educational tasks, on his diligence, assiduity, and discipline is typical. He can presume with «good» pupils an informal communication in a friendly atmosphere; he tries to provide maximum favourable conditions of their activity. Such teachers, in particular, frequently have so-called «favourites». Such a teacher treats the pupils who do not perform the standard (do not prepare for a lesson, do not carry out tasks, badly answer, etc.) or who are insufficiently disciplined rigidly, intolerantly; places them in much less favourable conditions of development. The high level of exactingness for himself at such teachers is combined with a high level of exactingness and uncompromising attitude to pupils in rigidly prescribed frameworks of social roles of «teacher»-«pupil».

The situational type of attitude dominates over 16% (7 persons) of teachers. As a whole this type is characterized by variability of the treatment with the same pupils, irrespective of their progress, merits and discipline. The reason of change of such a teacher's attitude to the pupils can be changes of any circumstances or even simple fluctuations of personal mood of the teacher.

The secretive-negative type of attitude is found out in 13% (6 persons) of members of the pedagogical collective. As a rule, such teachers are characterized with an external politeness or self-possession during communication with pupils; but they are inclined to support only business contacts and not to show interest in the personality of pupils, and not to enter into informal communication with them. In its extreme variant the negative attitude is shown in inability and unwillingness to see positive qualities in

children, in the prejudiced approach to people's estimation which is masked with high exactingness, with words about the importance of the studies, about the significance of their subject what is frequently connected either with the psychological illiteracy of the teacher, or with the some features of character, such as suspiciousness, intolerance, malevolence in relation to people in general.

As a whole it is possible to state that in the given pedagogical collective the functional type (in its different variations) of attitude to the pupil's perception (these are 73% of teachers), and accordingly the readiness to cooperate with him in a definite way are prevailing.

Functional attitudes represent the «classical» type of professional-pedagogical attitudes as its formation is promoted by the social system existing in our society and directive pedagogics realized in it. The situational type and the secretive-negative type of attitudes are very closely connected with the functional attitudes. As it is customary to consider *the situational attitudes* are personal-caused deviation from functional attitudes, and *the secretive-negative* ones are understood as «degenerated» functional attitudes, because in spite of the efforts of their masking, they function within the limits of rigid distribution of roles (teacher-pupil) and have the same psychological characteristics as a basis.

We see that within the framework of one separately taken educational establishment completely different orientations to the system of professional values coexist. Analyzing the results of the humanistic psychology main ideas distribution for educational practice, K. Rodgers has noticed that the *pedagogics* does not represent a certain single method, but the *aggregate of values*, the special *pedagogical philosophy* inseparably linked with a *personal way of a man's existence*. Such sight has allowed A.K. Markova [2] to single out objectives of professional-pedagogical mentality humanization among the directions of activity of modern psychological service in education, and as one of the first objectives she names a problem of humanization of teachers' value orientations and attitudes.

The solution of this problem is predetermined in many respects by the system of extra education (different forms of improvement of level of professional skill), promoting to the inclusion of teachers into «*quasi-professional activity*» [A.A. Verbitsky] and changing the features of the value-sense structure of the «*professional image of the world*» [O.M. Krasnoryadtseva] of teachers during it. On the other hand, specific targets of psychological support of the professional development of a teacher in

conditions of a stable pedagogical collective of a concrete school are facing practical psychologists of education nowadays.

The main principle of such support can become the **principle of transformation** of the «professional image of the world» (PIW), which can be realized in two directions:

- as a movement of *professional thinking* which is provided with *new formations* including *products* of cogitative activity in the form of the found conclusions, knowledge of oneself. In this case the image of the world extends «*from within*» due to the inclusion of the products of cogitative activity in it;
- as a process *opposed* in its direction when some knowledge gaining by the acting subject on the part of participants of the group cogitative activity, *being entered* into PIW, *find value, expand* it and create an opportunity for *reorganization* the previous found conclusions.

For providing the pedagogical collective's work for the purpose of the professional development we have taken as a basis a model of arrangement of conditions for the transformation of the pedagogical activity, the suggested by L.M. Mitina [3] and supposing some *stages*: **preparation, comprehension, reconsideration and action.**

In the course of an academic year the first stage of the *preparation* has been realized. It has included the psychodiagnostics of teachers and relatively allowed us to divide them into three groups: those who *do not wish* to introduce innovative technologies into the educational process, those who *have doubts* in the efficiency of the personal-oriented approach to education, and also those who *are ready* and already try to introduce new forms in their pedagogical activity.

During the second stage the varied program of an improvement of the psychological-pedagogical competence of the members of the school pedagogical collective has been elaborated and introduced. The program implied not so much the enlightenment of teachers (as they show high enough level of psychological information distribution), as a creation of the problem situations connected to comprehension of modern education development tendencies, cultural-historical factors of this development, and also the necessity of changing the very strategy of transformation of the educational environment on a humanistic basis. The main themes for the discussion with teachers have become the following:

- The psychological analysis of pedagogical theories of teaching.
- The pedagogical analysis of theories of the developing education.

- The types, the structure, and the sources of educational activity in informational educational technologies.
- The realization of an individual approach in training, taking into consideration the cognitive styles of pupils.
- The mental states of pupils arising in the educational process.
- The personality-sense aspects of a pupil's subject position display at juvenile age.
- The psychological readiness of senior pupils for vital self-determination.
- The expectations of education subjects (teachers, pupils and their parents) from teaching and educational process.

The realization of the program has allowed us to turn to the third stage of *reconsideration* implying the inclusion of teachers into active forms of interaction during discussions, trainings, business games. For this purpose the varied psychological-pedagogical seminars have been organized for the teachers during spring vacation:

- The foundations of teachers' personal-oriented interaction with children.
- The use of differential psychology means in organizing of pedagogical process.
- The psychological-pedagogical problems of realization of innovative technologies into the educational process.

And at the same time it is necessary to note that realization of the such a program would have been impossible, if there had not been an effective cooperation with the chair of the life-span (developmental) psychology of SUSU (the South-Ural State University) of Chelyabinsk which we represented in this work together with G.I. Zaharova and T.A. Kirdyashkina, and also colleagues professor N.N. Tulkibaeva and professor L.V. Trubaychuk from Chelyabinsk State Teacher's Training University. In this case we have got a remarkable experience of joint solution of a problem of integration of science and practice in education.

The conclusion of the stage of *reconsideration* can allow us to give teachers an opportunity to develop and realize new forms of pedagogical activity. And it is impossible to program rigidly the assumed prospective results of the similar work because in each specific case they will be individual.

And at the same time at all stages the work should be under construction in such a way that it could make more active the cogitative activity of teachers. For this purpose during the practical and theoretical research we have distinguished the following **types of problem situations**:

1. The situations, arising at *discrepancy* of the existing image of oneself with that one which is opening during the group work under the influence of feedback means (videotape recording), in estimations of others, and during the comparison of oneself to others.
2. Problematical character arises as a result of the detection of an opportunity of new sights at the professional activity, acceptance of other pedagogical decisions. Here there is a phenomenon of «failure of the attitude», stimulating a search of new ways of interaction with children, their new understanding, etc.
3. The transformation of joint activity into the space for the development in which the participants can open *opportunities of self-development*, and professional *self-movement*.

As a result of our reflections we have the developed program of realization of the fourth stage of the *action*, directed to teachers' designing the conditions of experimental work of introduction the personal-oriented approach into the educational process. The work is continuing. Certainly, many questions are left unclear, for example, «what are the psychological mechanisms for becoming and developing the individuality of a child during the educational process?» or «what pedagogical or psychological criteria can be used in modern circumstances to estimate an overall performance of school?». Many problems arise in connection with organizing the process of psychological support of teacher's professional development because this work is not always supported by administration of a different level. Nevertheless, there is a certain hope that the similar work will be claimed by our society and there will be created adequate conditions for it that could confirm the words of well-known academician A.D. Saharova which have already become an axiom: «the World, the progress, and human rights – these three purposes are inseparably linked, and it is impossible to achieve any one of them, neglecting others» [4, P. 128].

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Sherbakova T.N.

Psychological competence of the teacher as a professional resource

The basic substantial and operational characteristics of psychological competence of the teacher as his professional resource are revealed in the article. Criteria and measure of psychological competence are singled out; specific professional barriers of the teacher caused by the insufficient level of competence development are described. The results of empirical researches of psychological competence of the teacher in the system of improvement of professional skills are resulted. The content of the stages of the program of psychological competence development addressed to the teacher is shown.

Keywords: *psychological competence; professional resource; motivation of competence; measure of competence; attitude to psychological information; competent teacher.*

The interest to the phenomenon of psychological competence of the person is caused by the importance of the issue of mechanisms and ways of realization of psychologically-constructive relations with the world and the attempt to explain adaptive, functional and forecasting success of some people and destructiveness of the others.

A variety of interpretations, ambiguity of terminology create the illusion of the phenomenon having been examined. Actually it is the index of absence of the conceptual model of the studied phenomenon. Obviously, the understanding of the integral content and the concept of psychological competence can be vividly represented as a result of the subject analysis of its various kinds.

Professional pedagogical activity of a teacher takes place in the eventful area of interaction «teacher - pupil», where educational, correctional and development projects are realized and fulfilled. In this connection it would be natural to begin the analysis of the kinds of professional psychological competence of a teacher and his communicative competence. There are several approaches to studying the essence of communicative competence and determinants of its development in modern psychology.

Behavioral psychologists relate communicative competence to the expansion of the thesaurus of behavioural patterns providing success in communication, to the acquisition of various facilities to control the situation of dialogue and ability to form flexible models of behaviour in definite situations.

Cognitive psychology emphasizes the dependence of communicatively-competent behaviour on complexity of the subject's cognitive sphere, knowledge of psychology, cognitive competence, and also social thinking, social perception and social imagination.

In humanistic psychology proclaiming as the main value the exclusive in the personality, and emphasizing the facilitative character of interactions, communicative competence is connected to the value, creative, subjective potential of the participants and to their ability to maintain open, developing interpersonal relations providing the opportunity of personal growth.

The psychology of a new wave focused on the development of the psychological potential of the person due to application various deep psychological practices, considers communication as the area of presentation and approbation of subjective models of personal activities' and partner's activities management. Here the communicative competence is connected to the development of the ability of subjective control, formation of positive image of the world, aiming at success and prosperity, to the skill to design a positive reality of interaction. Optimization of internal mental environment of the individual is considered to be the basis of communicative competence.

Communicative competence is connected with semantization of behaviour for the others in interpersonal life experience. The ability to communicate the meaning of one's actions to the partner in communication becomes the basis of mutual understanding and provides to the subject the feeling of self-satisfaction as the subject of social partnership. Finally, the high level of communicative competence provides for success in the society and this way for the self-esteem of the personality, on the contrary, low communicative competence correlates with the increased stress vulnerability, frustration and uneasiness (A.S.Kondratyeva; G.A.Kovalyov) [6; 5].

Orientation to support the ego of the partner of interaction, his positive self-attitude acts as a manifestation of communicative competence. In professional work of a teacher rendering psychological support to the pupil as to the communication partner is the important component of pedagogical success both at the lesson and outside. However nowadays in the content of psychological preparation of teachers in high schools there are practically no practice-focused courses directed to formation and development of communicative competence. It creates a peculiar situation. In modern psychology there is a whole system of well developed trainings on the development of the abilities of the person as a subject of communication. At the same time modern teacher is in the position of the pathbreaker of optimum

models of interaction with children. The change of this situation, from our point of view, demands revision of the concept of training and retraining of the teacher.

The analysis of teaching practice that we have made shows that teachers experience the following communicative problems:

- difficulties in the creation of positive aim at interaction during educational activities;
- insufficient level of socially-perceptive skills;
- lack of flexibility in situations of pedagogical communication;
- problems of self-control of communicative behaviour;
- low level of competence in situation of conflict;
- difficulties in cognitive extension to the conceptual sphere of the pupil.

Due to specific features of pedagogical activity the important component in the structure of professional psychological competence is the social competence, for the modern teacher is not only the compiler of definite knowledge, but also the intermediary between a developing person and the society. The success of "child-society" interaction in many respects is defined by the extent to which the teacher is the competent partner himself.

Social competence takes a special place in a number of various kinds of psychological competence studied in modern psychology. It reflects the degree of person's constructibility as the subject of social interaction. The interest in the content, motivation, tendencies and to mechanisms of formation of competent social behaviour of the subject, is caused, first of all, by the fact that the character of interaction "person-society" in many respects defines both the course, and the direction of further public progress.

Social competence is considered an operational concept for which historical frameworks are characteristic. The basic functions of social competence are: adaptation, social orientation, integration personal and general social experience.

The importance of the level of development of social competence for psychological and social well-being of the person increases during critical crisis moments of the development of society. The situation in Russia in the end of the XXth century can serve as an illustration of this idea.

Studying psychical problems of adaptation to new social conditions, psychologists have shown, that they are directly connected with the level of social competence. Ecological, political, ideological and social metamorphoses do not only change social thinking, but also involve personal

problems of identification, consciousness, and views on vital prospects. This poses before the psychological science and practice a problem of development of programs of psychological support in social adaptation of the person at the expense of the increase in the degree of competence of the solution of the problem «ego- modernized society »., To our point of view, it obtains special importance concerning the teachers who should not only adapt, but also help pupils to become socially effective.

Considering competence as the original structural formation of the person concerning to sense formation and style formation, produced in a context of the life by the person it is possible to allocate its special kind — autocompetence. In modern psychology autocompetence is understood as specific readiness and ability of the subject to constant purposeful activity of changing of personal features and behavioural characteristics, of the development and optimum use of his psychic resources. Autocompetence includes the ability to get, fix and supervise new knowledge, skills, high subjective control, and independent formation of strong-willed target on effective achievement of significant results. And also ability to create favourable situations by changing one's inner condition and ability to rearrange oneself in case of unforeseen circumstances. Thus, autocompetence is considered to be a personal formation, achieved at certain stages of personal and professional development and responsible for the success of development and functioning of a person as a subject of activity of various kinds.

The analysis of studies of psychological competence shows, that this complex psychological formation including various types, is definitely interconnected and structured in a uniform system.

We believe that the integrated vocational-personal formation allows a person to solve the problem of professional and personal experience psychologically. Psychological competence of the teacher has informational and technological parts which develop in accumulation and acquisition of psychological information of both particular and broad professional character, and expansion of the thesaurus of psychologically competent ways of interaction with oneself and the world. Our studies show, that there are certain stages of formation of psychological competence as professionally significant characteristics, and also specific conditions and factors of its development [13].

Development of psychological competence of a person as the problem of modern psychology was considered in various perspectives: determinants and conditions, directions and tendencies of development of professional

competence at various stages of professional progress, correlation of external and internal factors of obtaining a high level of competence, measure and criteria of levels of psychological competence development. Today various approaches to understanding the essence of psychological competence development are highlighted. One of them considers of paramount importance an increase of psychological skills of the subject. The other brings to a focus the development of various kinds of competence as components of general psychological competence of a person. Representatives of this line emphasize, that the issue of development of competence should be put, first of all, by development of its specific aspects. The psychologists representing the third line connect the development of psychological competence with internal readiness of a person to become the carrier of psychological competence.

Considering the fact, that expressiveness of psychological readiness influences on the intensity of formation of higher levels of competence and its substantial dynamics, we believe that it is necessary to address the teacher at various stages of his professional formation with a certain system of actions on stimulation of readiness to be competent.

As a rule motivational, emotional, moral, cognitive and behavioural readiness are made out. However, in real activities they are represented in interrelation. Psychological readiness can be conceived as a complex dynamic structure including the following parameters: comprehension of individual needs and requirements shown to the subject of pedagogical activity, and also the content of professional problems; vision of purposes of competence development; comprehension and estimation of conditions in which forthcoming actions will proceed, actualization of experience connected in the past with the solution of problems and fulfillment of similar requirements; determination on the basis of the analysis of individual experience and psychological reserves of the optimal ways of fulfillment of tasks in view, mobilization of power and self-control.

It is clear that it is necessary to create certain conditions for formation of readiness for fastening positive dynamic tendencies in the development of competence during purposeful training or self-development.

We ascribe the following to the external and internal conditions: the content, degree of complexity, novelty and creative character of scientific problems; conditions of development activities; specificity of behaviour of associates; features of the system of stimulation and encouragement active action and results; motivation of achievement and the standard of pretensions; self-estimation of the readiness and psychological reserves, and also the

necessary efforts; ability to create and support a positive background at various stages of work on the perfection of one's competence.

From our point of view, the development of professional psychological competence is defined not only by the quantity of psychological knowledge, skills, but in a greater degree by the rate of expressiveness of the subject position in the realization of the desire to acquire the models of competent professional behaviour.

The point of view of V.A.Petrovsky [12] who believes that the level of competence of the person depends on the rate of subjectiveness and integration of significant features of thinking with value understanding peculiar to his perception, character of semantic space and image of the world of the subject is closely related to ours.

It is also necessary to emphasize the role of motivation of competence of the individual subject which induces him to become competent. The content and character of motivational incentives defines the efficiency of individual projects of competence development.

First of all motivation of self-development both professional, and personal is important. The scientific-theoretical analysis of modern studies in the field of psychology of motivation of professional development of a person shows, that there is quite an imposing class of the motivational incentives participating in initiation, regulation and control of this process. They are, first of all, semantic formations: the image of the world, ideals, senses, values, ego-concept, value orientations, the image of achievements, perception. In motivation of professional and personal growth of the subject of professional work sociogenic needs also participate: self-realization, self-actualization, personification, self-creativity and growth; professional purposes, and also specific motives of work, external and internal order. This set of motivational incentives forms an original motivational background of development of the subject of professional work during professional genesis.

In motivation of professional perfection important place is taken by a leading need — the need for self-realization, being, according to A.G.Asmolova, with a source of personality-semantic activeness [2]; the need for constant professional self-affirmation of the subject (O.S.Gazman) [3].

I.F.Isaev [4] emphasizes, that the development of scientific and pedagogical orientation of the teacher promotes orientation to improvement of professional skills and perfection of professional pedagogical culture. Our operational experience with teachers of different professional categories also confirms this position. Really creatively working teachers, teachers-

innovators, authors of research projects are much more interested in development of professional psychological competence. Whereas the teachers showing in real practice their obvious deficiency, in most cases do not show the due interest in search of ways of increase of the level of competence. From our point of view, it is connected with the insufficient professional self-reflection, actualization of mechanisms of psychological protection, first of all, ignoring and replacement, and also absence of conditions which add to motivation of the development. Great part in substantial orientation of development of individual psychological competence is played by professional personality orientations.

Development of competence takes place by means of mechanisms of modelling, imitation and identification, arising in observation for the behaviour of other people. Thus, the teacher, acting as a carrier of certain competence and presenting himself as a subject of competent behaviour, induces the pupil to the certain activity directed on formation of competence. Here a particular role is played by a degree of comprehension by the teacher of the content, functions and possible ways of presentation of both separate kinds of competence, and complete integrative individual characteristics - «the competent subject».

The child acts original as a specific "field of experiment » for the adult, the adult approves the efficiency of methods of influence, viability of his life scenarios, the prognostic models of positive ability to live. The effect of experimental activity of the adult in many respects is defined by the level of his psychological competence, allowing to find the most effective system of interaction with the child, inducing him to self-development.

Not only the skill to show the advantages of competent behaviour seems to be important, but also how correct the system of ways of stimulation of the desire to be competent is chosen considering the definite pupil.

Frequently the adult, trying to stimulate the development of competence of children, operates inadequately himself, which leads to occurrence of negative effects:

- ignoring adult as competent partner;
- levelling of values of competent style of life;
- bravado by incompetence;
- aggression to competent people;
- fear to be inefficient and fear to ask for "help";
- «Robinson complex» when the child refuses to make use of experience and knowledge of others, as well as their support.

Experience of advisory and corrective-developing practice testifies, that such situation arises owing to interactive mistakes of the adult: «position from above»; absolutizations of own competence; ignoring of age features of children; low level of trust to the constructive basis of a child; underlining the inefficiency and necessity to change instead of support and advancing; inability to stand on the position of psychological equality; requirements of competence without granting an opportunity of exercise in the given area.

Formation of a teacher as a competent professional is connected, first of all, with involvement in the professional community and reflection of this process. Competence may develop in two directions:

- acquisition of psychological culture and development of the system of cultural and historical tools (signs) of psychological practice;
- expansion of skills to operate structurally in the conditions of intense entropy of the environment or new experience.

It is clear, that at the heart of such development is a certain level of formation of reflections, prognostic features, and psychological constructability. The analysis of the experience of formation of professional psychological competence allows to present schematically stages of this process at the level of a subject.

First of all, it is necessary to accept psychological literacy as the value that provides creation of positive purposes for perception of psychological information and mobilization of internal resources for its mastering. The following step is connected with the self-estimation of the carrier of corresponding knowledge and the reflection of success of its use and arising difficulties. Then it is necessary to accept the idea of the necessity possibility of self-changes and development of advantages and awards which will be received by the person as the result of changes. It allows to maintain the sufficient level of self-motivation and mobilization.

At the following stage there is an inventory, reconsideration and development of new psychological knowledge on the following algorithm: psychological information → analysis of opportunities of application in individual experience → approbation in various kinds of activities → reflection of experience → training → finding the way of competent action. It is clear, that the shown algorithm is only a reflection of sketchy conception of a rather complex and many-sided process.

Then there is a systematization and generalization of the ways of competent actions. There appear individual techniques of competent solutions of certain range of problems. And some areas happen not to be assimilated at

all. It is determined by a complex of external and internal determinants. But the problem is that if the person stops at this level he will constantly confront the crisis of competence. This circumstance is caused, first of all, by the fact that in dynamic conditions particular techniques cannot work constantly, there comes disappointment, alarm, uncertainty in self-efficiency. As a rule, crisis of competence most evidently appears during the crisis periods of life of the subject, connected with age, social, interpersonal or professional status changes. It is impossible to develop absolutely effective techniques of competent behaviour once and for all, it is possible to create only a solid base of psychological readiness, to master the wide thesaurus of ways and principles of construction of models of competent behaviour. It is due to the fact that every day the person confronts a huge set of various situations of life. Each of them challenges him simultaneously and gives a chance to confirm the competence.

Therefore the following stage is connected with the expansion of competence spheres. The dependence of the level of development of a personality on the variety of life aspects it is actively involved in has been long proved by psychology. In this case there is simultaneous harmonization of levels of development of various competencies and integration of their components. There appears a model of competent interaction with oneself, the others, the subject of activity and the world as a whole.

The further development occurs on the way of escalating of integrity in the perfection of competence: competent style of dialogue and activity; competent behaviour; competence as integrative personal formation; competent style of life.

The ability of the teacher, acting as the subject of self-construction and self-creativity to accumulate, inventory and structure individual luggage of competent ways of solution of professional problems is of special value. L.I.Antsyferova within the limits of her dynamic concept of personality development allocates special ability of personality to development lying in the ability of expansion of the zone of potential and immanently inherent due to creation of the new in the internal psychological and external reality, owing to preservation of positive content of individual history and accumulation of the content of sensual and rational experience. We also find similar understanding of the given problem in the studies of foreign psychologists [1].

Of special interest in context of our research is the answer to the question on search of criteria of professional psychological competence development of the teacher. The problem of development of competence is

put, first of all, in the context of the development of its particular aspects. Presence of professional psychological knowledge is referred to as a significant condition of the development of professional competence of a teacher. As components of professional knowledge N.V.Kuzmina singles out: differential-psychological, socially-psychological, autopsychological components [7].

The definition of the criteria of competence is not less important. As criterion of psychological and pedagogical competence the following criteria are referred to: orientation on the pupil; need and readiness for self-knowledge and self-change according to modern conditions, educational situation and dynamics of development of the pupils [8; 10; 11].

We believe that speaking about the measure of competence; it is rightful to consider it in several aspects:

- adequacy of the level of psychological competence to the requirements of the situation;
- conformity of the degree of individual competence to the level of pretences for the status of a competent person;
- conformity of self-estimation of competence and cumulative estimation of associates;
- productivity and efficiency of activity of the subject;
- parity of result and psychological expediency of the ways of achievements;
- degree of self-control and self-checking in manifestation of psychological competence in view of specific situation, features of partners of interaction, objects in view and problems, duration, range and depth of contact.

Both veiling one's own competence, and persuasive manifestation of supercompetence in certain situations leads to inefficiency. It vividly illustrates pedagogical interaction. The task of the teacher is not demonstration of his psychological competence, but creation on its account the conditions for optimum development of competence of the pupil.

Obviously, it is possible to represent criteria of development of professional psychological competence in general. Among those we single out the following:

- range and depth of psychological knowledge forming the base of psychologically constructive professional solutions;
- opportunity of transformation of psychological knowledge and skills into the

ways of realization of professional activity;

- stability of psychologically-competent behaviour;
- integrity of conceptual, tactical and operational level of competence, i.e. conformity of value perceptions of competence and knowledge of psychology on theoretical level; the ability to function competently in real situation and the degree of psychologically constructive concurrences with the emotions, background and functional conditions;
- high parameters of professional success, psychological health and the rate of satisfaction with self-efficiency;
- adequacy of the measure and form of manifestation of competence in situations of interaction.

Summarising of the results of our observations of the features of teachers' behaviour in training groups, during certification and in other professional situations implying the estimation of their competence, also allows to testify that there are various types:

Type I show desire, initiative and experiences positive emotions accompanying manifestation of competence, and also widely uses the opportunity to assess the level of its development by colleges increasing the store of reflective estimations as stimulus to development;

Type II accepts situations of a similar kind as imposed from the outside, minimizes the activeness, shows disinterest in estimations of others, attributes the responsibility for failures to the others («it is a wrongly formulated task"; "there is not enough time"; "authorities instruct to do so», etc.);

Type III shows activity directed to avoiding such situations, or shows forms of protective behaviour.

We believe, that the peculiar features of reactions of types II and III are caused not only by the incompetence but by uneasiness, uncertainty, unavailability for constant self-development. These groups of teachers require psychological help directed on deeper comprehension of oneself in the context of profession and increase of confidence in one's opportunities and abilities.

The study of the character of practical application of theoretical psychological knowledge acquired by the teacher during training in IPK shows, that it is possible to single out some levels:

- psychological theory is not put into practice, despite of the opportunities and necessities (new psychological information is ignored and professional problems are solved at the level of stereotypes or unreflected previous experience);

- formal use of psychological knowledge (as a rule, in denominative form in registration of the professional documentation);
- wide application of psychological knowledge with mistakes, as a result of superficial mastering of concepts and mechanisms and lack of skills to use them for interpretation of pupils' behaviour;
- adequate use of modern psychological theory in pedagogical practice;
- knowledge of psychological information as the tool of increasing the efficiency of professional activities.

Individual development of professional psychological competence occurs in the context of general professional and personal development on the account of actualization of “motives of growth” (A.Maslou) [9]. The Level of development of psychological competence as intra-individual characteristics of the subject and individual system of the ways of its operationalisation in intra-individual space is defined by factors of macrosocial, microsocial and subjective level. The leading place is taken by the subject stand taken by the person concerning himself as the carrier of competence, capable to positive transformations.

The development of competence is individual. Some people are inclined to pay more attention to substantial components, they are first of all interested in psychological information of theoretical character that allows them to be psychologically competent, but do not provide competent behaviour. Others collect psychological techniques, ways and secrets of interaction, rejecting the necessity of their theoretical substantiation. The person who has mastered some methods of driving, but does not know the construction of the car and corresponding principles and rules well enough, is unlikely to become a good driver. And, at last, the group of professionals which successfully combine the gain of psychological knowledge and tool components of competence and use them for independent development of professional psychological competence as integrated formation is singled out.

The important role in the direction and character of development of psychological competence is played by ideas of the person about its content and possibilities of implementation. As a result of the surveys of the teachers trained at the courses of improvement of qualification, it was possible to single out typical statements reflecting their conception of what psychological competence is, and what role it plays in pedagogical activities. Among them most frequent are the following: «the authority helps to gain competence»,

«gives the feeling of confidence, stability», « allows to understand others better», «to get into an essence of things», «it is better to communicate», «it is easy to cope with difficult situations», "to be self-controlled", «to expect the result of the actions» and others.

There are fewer statements concerning the understanding of communication of psychological competence and the ability to support to another, to raise one's own and the pupils' status of psychological health.

And the last place by the number was taken by the statements describing psychological competence as valuable professional and personal formation, allowing to pass to a new level of the solution of professional problems. This picture testifies, first of all, that the teacher is focused in a greater degree on particular tool components of competence.

The efficiency of solution teaching, educational and development of the pupil problems by the teacher mostly is defined by how competent he feels in management of his own activities, building of constructive pedagogical interaction in educational space and management of growth of the pupil as a subject of educational activities.

The problem is that the teacher should not only feel competent, but also have individual strategy of the proof of his competence to associates. He should be recognized competent. One of the criteria of success of teacher's activities is formation of the pupil's competence. Exactly on this position the accent is put by the modern concept of education. Presenting himself as a competent subject of interaction, the teacher makes up a gallery of constructive models of behaviour in those or other situations for the pupils. Moreover, stimulating approbation of similar models of behaviour by the pupil, he creates a base of development of various kinds of his competence.

Thus, in real pedagogical interaction there is broadcasting of competence from the teacher to the pupil, and also some teachers are capable to strengthen motivation of competence and to generate the desire of the pupil to be capable, demanded, competent, the others, on the contrary, act as a specific psychological brake on the way of development of the child's competence.

The relations between teachers and pupils their content and specificity influences on the development of social competence of children. The relations teacher-pupil are represented as a context of the development of social competence, a prototype of the future relations child-society, and also the center of cognitive and emotional resources for construction of models of competent behaviour.

The low level of professional psychological competence results not only in formation of unconstructive individual style of pedagogical activities and dialogue, but also in occurrence of some psychological barriers, our research shows, that it is possible to single out the following psychological barriers for the teacher which often take place in practice:

- substitution of the real pedagogical problem (arising in definite situation of interaction with the pupil Ivanov and Petrov), "desirable", "normal" vision, in essence is a professional phantom;

- outcasting of the situations of acceptance of the problem put by the other. The manifestation of authoritarianism as a selective filter or authoritative dogmatic model of perception is revealed here;

- fixing on "preparations" or preliminary built up model, instead of the system of signals coming from the agents of interaction;

- the tendency to eclecticism as the way of connection unjoinable in the lesson or the program that is a consequence of the low level of competence in various areas;

- professional autism - inability of identification in objectively appearing situational positions of participants of interaction;

- rigidity of cognitive, emotional and behavioural models, participating in the organization of professional activity;

- aspiration to duplicating of "one's own portrait» instead of provocation of manifestation of the pupil's individuality. A competent teacher should act as psychological catalyst of manifestation of the pupil's exclusiveness;

- mismatch of the declared: models, principles, technologies, interactions and practical realization, i.e. incongruency. Cooperation is declared, but at the level of behaviour the space of a pedagogical situation is not used, there is a distance, there is no understanding of time ordonnance of the lesson and positions of the participants of real interaction both present, and virtual.

It is possible to single out the factors of the subjective order influencing the development of professional psychological competence:

- the expressed need for development of self-efficiency;

- degree of the involvement of the teacher in the process of self-improvement;

- interest in interaction and cooperation with other subjects of education.

The data characterizing the conceptions of the teacher of the attitude to his own reserves of professional growth are of interest: 54 % consider high professionalism and opportunities of development only as the way of acquisition of some definite professional techniques. Only 12 % of experienced teachers (over 5 years) consider, that they can and will essentially develop the professional level conceptually.

Studying of motivation of improvement of professional skill has shown, that the teachers mostly display external motives of improvement of professional skills - 35 % and informational (to obtain new information) - 50 %, the motive of professional and personal growth is expressed only by 15 %. The obtained data demanded the expansion of motivational block of development model of teacher's professional competence. A three-stage program of development of professional psychological competence of the teacher in system of improvement of professional skills appears to be effective enough.

At the first stage of the program individually-psychological diagnostics with the purpose of revealing specific features of professional psychological competence and designation of the range of problems of the subsequent correction is provided. The basic difficulties here added up to the following:

- insufficient level of self-comprehension as a carrier and compiler of psychological competence;
- doubts in one's own professional self-efficiency;
- divergence between the level of psychological knowledge and ability to estimate psychological expediency of one's acts regarding the pupil.

The content of the second stage is participation of listeners in the special course «Professional psychological competence: the content, development, forms of manifestation», in which the teacher in theoretical and practical studies get acquainted with the content of the basic psychological variables of individual psychological competence, receive the information on mechanisms, levels, techniques and ways of self-control of competence, specificity of professional self-control of the teacher and features of his professional performance. One of the problems solved during the given stage, acquaintance to the field of psychological knowledge which practically is not covered within the limits of traditional curriculums. The obtained theoretical knowledge later is modified at the subsequent grade levels. An overall objective of this block was actualization of motivation of self-development and formation of aiming at professional psychological competence as a value.

At the third stage of realization of the program a system of special training by means of which it is possible to develop the skills to realize various kinds of professional competence is offered to the trainees. The training is designed as modelling of pedagogical situations and the analysis of strategy and tactics of teacher's behaviour in situations of pedagogical choice. At this stage training with elements of the socially-psychological training,

directed on formation of aiming at underlying responsible self-checked professional behaviour are also provided.

As a result of the analysis of practice, diagnostics, training, consultation of teachers we have come to conclusion, that psychological competence is a professional resource and it is shown, in particular, in the ability of realization of the subjective professional control over various stages of activity. It especially concerns autopsychological competence as basis of self-controlled behaviour and development of professionally resourceful possibilities of the subject of activity. Providing of the teacher with the set of various methods of self-knowledge and teaching the techniques of self-control makes him not only more competent concerning himself and in professional interactions, but also expands his professional resources.

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Shour V.G.

The All-Russian conference of humanitarian problems of psychology

On August, 25-28, 2005 the First All-Russian conference «Humanitarian problems of modern psychology» took place in Taganrog. More than 130 people participated in the conference. The geography of participants was: Moscow, Lancaster (Great Britain), Kiev, Odessa (Ukraine), Tyumen, Vladivostok, Ryazan, Samara, Krasnodar, Rostov-on-Don, etc. Interest to the conference has evidently shown that researches of humanitarian problems, development of appropriate methods, methodology and philosophy become one of the main and more and more attractive directions in modern psychology and expectancies of personal identity's new understanding, value-sense self-determination of a person, questions of psychological health, problems of teaching, education and correction are connected with their development

The conference was opened with the report of the chairman of organizing committee B.S. Bratus (Moscow) «Philosophical, natural-science and humanitarian paradigms in psychology» in which an attempt to consider humanitarian psychology in a wide cultural-historical context was undertaken. It was shown that the psychology by virtue of a peculiar place and specificity of its initial bases had always depended on predominating directions in science, consistently replacing as these directions theology and philosophy, then natural sciences and now being guided by the sphere of humanitarian knowledge. The turn of interest from natural-science to humanitarian psychology observed now is connected to appealing of the latter to «the human in a human being», to value-sense, including both an image of limiting values, and metaphysical space of personal being. The main thing for it is becoming a question of adequacy of our available psychological representations with true scales of human being and freedom.

The meaning center of V.I. Slobodchikov's report (Moscow) – «Psychology of development anthropological horizons» – was the consideration of anthropological crisis of modern European culture in its three projections: a) the crisis of scientific model of a person; b) the crisis of humanitarian (first of all, psychological) knowledge; c) the crisis of humanitarian (first of all, educational) praxes. The crisis of modern

psychological knowledge was considered in more detail. The questions of its nature, sources and bases, provoking reasons and ways of its elimination in different types of public praxis were discussed. The fundamental discrepancy of ontological spaces of «knowledge» and «information», and, what is important, a consequence of this discrepancy for self-comprehension and self-knowledge of a person was mentioned.

The question about sources and bases of psychological knowledge was considered within the framework of historical stages of its formation: a) the classical knowledge – the natural-science period; b) the non-classical knowledge – in its two modifications: humanistic and cultural – historical psychologies; c) the post-non-classical – antropical (man-made), humanitarian psychology.

D.A. Leontyev (Moscow) began his report «Humanitarian psychology as a discourse of the possible» with an identification of classical psychology with natural-science one, and non-classical (in the broad sense of the word) psychology – with humanitarian one. If natural sciences study real and necessary things, the humanities study the possible. Psychology is a unique science which studies its object – a person – both from natural-science, and from humanitarian point of view – as a natural, regular being and as an artificial, possible one. The main problem consists in interfacing of these two aspects. Further the psychological mechanisms of transition of possible into real through a person activity based on responsible choice and an individual's openness to space of human senses, specifying a field possible have been analyzed.

In V.A. Labunskaya's (Rostov-on-Don) report it was marked that in modern researches of human expression, and his external shape it could be seen a contradictory interaction of natural-science and humanitarian paradigms. Human expression is interpreted as a multilevel formation, and in a wide humanitarian context it is defined as «the maximal being», presented in cultural values. In the report the circle of the problems concerning functions of expression and external shape not only in a history of mankind, but also in individual human life was outlined. In particular, the interrelation between social constructs of external shape (age, status, gender, etc.) and subjective image of one's external self should be examined not only as a general-humanitarian problem, actualizing in connection with «challenges» of the present, but also as a personal problem which solution is feasible as a movement from external to internal.

In the report «Christian anthropology in space of humanitarian knowledge» Father Andrey Lorgus (Moscow) spoke that the Christian psychology was a new view on a person for the classical psychology. The Christian psychology is based on anthropological experience of theology and ascetic experience of devotees, and also on classical psychological theories reduced on the ideological bases. However, introduction of new or, rather, old categories, such as «soul», «experience», «hypostasis», distinctly does problematical the existing categorial field of classical psychology. The major category of soul has phenomena quite describable in psychology language, for example, such as creative activity, life as originality, aspiration to communication and knowledge, etc. The category of soul can be a category of psychology, as well as a concept of psychics. And the category of hypostasis, i.e. personality, is not less significant for psychology. Psychical means first of all original unique and individual personal for the christian psychology.

V.F. Petrenko (Moscow) based his report «Natural-science and humanitarian paradigms in psychology» on hermeneutic ideas of W. Dilthey, H.G. Gadamer, P. Riker, according to which the natural sciences were sciences about knowledge, while humanities (sciences about spirit) are about understanding. Psychology, in his opinion, includes both natural-science and humanitarian approaches, and methods of these two paradigms are so different that it is possible to speak about the whole conglomerate of sciences (homonymically named «psychology»), than about a single science. The humanitarian psychology does not so much learn a person, as creates culture originating outlook worlds, models of a person and social Utopias, and through the consciousness of person, absorbing it, forms also the being of a person. And at the same time the opportunity for transformation of a person's image of the world is given both through psychotechnological practices, and through formation of a conceptual language of the very psychological science. As G. Kelly, the founder of constructivism in psychology, wrote: «Human behaviour changes within the framework of the same constructs, in which events develop».

In the report of E.V. Subbotsky (Great Britain) «Communications and magic thinking» it was told that magic and usual forms of suggestion are based on the same psychological mechanism – participation. In two experiments children (6 and 9 years old) and adults were asked to imagine different types of objects, and then these objects were tried to change against the will of probationers by means of magic and usual suggestion. Experiments confirmed the hypothesis about the similarity of psychological mechanisms. It

gives grounds to believe that usual suggestion which is widely used in politics, advertising, therapy and other practices of manipulations with mass and individual consciousness, as well as magic suggestion, is based on participation.

In the report of A.N. Krichevets (Moscow) «The multi-storey psychological knowledge» it was told that the psychology was not a unified science according to a method of research. It is meaningful to define some levels, some pure forms of the attitude to the subject, intentional cognitive schemes (equally important for psychology). On the first level the psychological knowledge, organized on a natural-science pattern – objective knowledge, is placed. Its characteristic feature is stability and invariance of basic elements of ontological schemes. The second level is a level of humanitarian-critical knowledge. Here it is not a question of prognoses, but of understanding and interpretation. The third level is a level of humanitarian-existential knowledge. In contrast to the previous level, the psychologist refuses an preferred position of understanding and interpreting. He cooperates, at least, with the equal subject (individual, collective, society). As a consequence, the texts of this level basically are not descriptions of an objective reality. It is actually impossible to draw the border line separating psychological knowledge of this level from philosophical and theological knowledge.

In A.I. Sosland's report (Moscow) «The attractive-analysis and psychotherapy» the approach to the analysis of attraction of a scientific text being developed by him was discussed. The distinction between separate structural elements of attraction was implemented. The main aspects of a text attraction were connected by the author with «hedonistically oriented narrations», i.e. narrations about «changed states of consciousness», basing on a certain hedonistic experience. The psychotherapeutic literature was examined by the author from this point of view. Various psychotherapeutic approaches did not differ from each other in their efficiency. Therefore in practice of recruiting of clients and followers, first of all, they could rely on their strategy of attraction.

J.K. Strelkov (Moscow) in his report «Psychology of time» spoke that time is a form of process, complex, dynamical, inseparable from a person. It is characterized with a great number of temporal terms among which time length is one of the major. Time length «is kept by conscious volitional effort of the person». It gives the method and the tool for measurement of a choice, development, personal potential, and people's attitudes. Time length is lived, overcome, executed. It allows us to speak not only about space, but also about time of a person. Time length is a measure of understanding between people.

At the end of the second day the evening lecture read by B.S. Bratus was submitted to the attention of conferees. Basing on the fundamental difference between «the reality» of the world and an image of the world, its possible psychological models, it was shown that the considerable changes occurring now in the world brought up a question of creation new explanatory models, and, in particular, demanded the other understanding of the status of subjectivity, the verity (truth) in psychology, as well as the role of a personal-sense, author's component in construction of psychological knowledge.

The last day of the conference began with the report of A.P. Nazaretyan, S.N. Enikolopov, V.A. Litvinenko and O.O. Serdjukova (Moscow) «The evolution of violence and the dynamics of compromises» in which the hypothesis of techno-humanitarian balance as well as ways of its empirical verification were stated. For the examination of non-trivial consequences of the hypothesis it was used the cross-cultural formula of coefficient of bloodshed, expressing the ratio of an average number of calculated homicides in a unit of time to population size. The calculations show that in a long-term historical outlook with the growth of weapon's destructive power and demographic density this coefficient was unstably reduced. According to the discussed hypothesis this paradoxical effect is caused by the consecutive rejection of decompensated aggressive societies along the whole length of the human history and prehistory.

N.L. Karpova (Moscow) presented the popular-science film «The person can do everything – 2, or 15 years later» about the technique of family group logopsychotherapy which was based on and continued J.B. Nekrasova's approach to the treatment of serious cases of psellism at teenagers and adults. The shown technique is an evident illustration of the humanitarian approach in psychology – such categories, as mercy, kindness and humanity, tenderness and co-authorship are represented here. It is a true transcendental practice which discovers a way out of a person beyond the limits of his capabilities.

T.P. Skripkina's report (Rostov-on-Don) was devoted to the search of an answer to the question: why the confidence is a universal condition of existence of many social-psychological phenomena. The confidence is related to the phenomenon of belief what has been fixed in Russian as trust. Two kinds of belief can be determined: that one which is called the true belief and which does not know the difference between S (subject) and O (object) of belief. Therefore the true belief defies studying by means of classical thinking. The other kind is a circumstantial belief. In this case S and O of belief are different, and a distance between them is unremovable in principle. Here it means the future, but not yet the real.

This kind of belief is submitted to the study by means of a natural-science paradigm. One thing is to be in a state of belief and absolutely another is to be in the

attitude to the belief. In the first case the belief is constructed on the act of accepting something for a fact, here the content of belief becomes the content of consciousness, and that is why it does not demand an empirical examination. In the second case the belief is constructed on the attitude to something as to the truth that demands an empirical examination. The confidence can be interpreted as a case of the circumstantial belief connected with the valuable attitude to someone.

In the report of A.V. Nepomnyaschy (Taganrog) «The humanitarian aspect of the methodological bases of modern psychology» the possibility of finding by the humanities, and first of all psychology, of that level of «exactness» which had been achieved in a number of natural sciences was discussed. Strictly speaking, the spaces of «subjective self » и «subjective we» are inaccessible for the classical science, because it is impossible to describe the infinite with help of finite means of the language. However in opinion of science's methodologists the fourth scientific revolution which essence consists in the integration of natural-science and humanitarian knowledge is conducting today. In the first place, a researcher's deliberate use of a subjective way of knowledge, in the second place, so-called human measurement without which not only humanitarian systems, but also technical systems cannot do any more are assumed as a basis of integration. In the field of psychology the similar integration is successfully carried out, for example, in engineering psychology by virtue of specificity of the objects and subjects of investigation.

The conferees continued the discussion of problems mentioned in reports at the «round tables»: «The philosophical bases of humanitarian psychology», «Challenges of the present and a problem of psychological health», «Christian psychology».

The general result of these discussions and the conference on the whole can be reduced to the following: 1) domination of an economic principle in management of social systems, as it is now, over a principle of development of a person and a society has already led to the prevailing development of a technosphere, to uncontrollable growth of number and scales of ecological and humanitarian catastrophes, to uncontrollable use of the informational weapon acting as the main means of masses' management, etc., 2) formation of a humanitarian paradigm in psychology allows us to start the productive solution of a critical problem of the present – the problem of development and protection «actually human in a human being».

The materials of the conference are published in a thematic release of the magazine «Proceedings of Taganrog Radio-Technical University» (Taganrog: Publishing house TRTU, 2005. № 7, 208 p.).

**St. Petersburg State University
Psychology Department of St. Petersburg State University
Student Scientific Society
St. Petersburg Psychological Society
The Trade Union of Students and Post-graduate Students of
StPSU**

***hold the Sixth International Winter Psychological School
of Students, Post-graduate Students and Young Experts***

**«PSYCHOLOGY: RESEARCHES AND PRACTICE»
*February 5-10, 2006. Saint Petersburg***

The purpose of the School: experience exchange between students, post-graduate students, teachers and practicing psychologists of St. Petersburg State University, higher educational establishments of Russian Federation, and foreign countries.

The Tasks of School: discussion of actual problems of psychology; acquaintance with new development and features of various psychological schools, gain of new experience and productive leisure.

The basic forms of School work: presentations, seminars-practical works, demonstration trainings, round-table discussions, lectures, masters-classes, discussions.

Directions of School work:

1. General psychology and methodology of psychological research;
2. Clinical and special psychology, psychophysiology and psychotherapy;
3. Organizational psychology and business - consultation;
4. Social and political psychology;
5. Psychology of development;
6. Psychology of family relations and family consultation;
7. The interdisciplinary approach in studying the person;
8. Psychology of education;
9. Social designing.

Academy of Pedagogical Sciences of the Ukraine
G.S. Kostyuk Psychology Institute of APS of the Ukraine
Social Psychology Laboratory
The Central Institute of Post-graduate Pedagogical
Education of APS of Ukraine
The Higher School Pedagogics and Applied Psychology Department
hold scientific-practical conference on the subject of

**«PERSONALITY SOCIALIZATION under CONDITIONS of SYSTEM CHANGES:
THEORETICAL and APPLIED PROBLEMS»**

March, 20, 2006. Kiev

The work of the conference will be organized on the following directions:

1. Methodological and theoretical problems of personality socialization research: history of the development and modern theoretical approaches to the problem, definition of the basic concepts of the socialization theory.
2. The ontogenetic aspect of the problem of personality socialization: stages and features of age stages of socialization, individualization and typification as regularities of personality socialization. The problem of personality identity formation: the definition of the content of the basic components of the identity, features of its formation at different age stages of socialization.
3. The personality socialization as a social matrix of society: social normativeness as a function of individuals' interaction. The process of socialization and social values of modern society. Social ideals, stereotypes, social roles in the process of socialization. The culture of a society and its socializing function, cross-cultural studies.
4. Institutions (agents) of personality socialization: family, group associations, institutes of education, rights, religions, etc. Mechanisms of personality socialization: activity, communication, interiorization, identification, etc.
5. The research of separate models of socialization: economic, political, professional, ecological, valueological, religious, sex-role socialization, etc.
6. Personality resocialization: actual theoretical and applied problems in epoch of public transformations. A problem of deviant behaviour.
7. Methods of research and psychological technologies of optimization of personality socialization process. Masters-classes of influence technologies and correction of components of personality socialization process.

Working languages: Ukrainian, Russian.

**The International Association of Applied Psychology
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hold

**the 26-th INTERNATIONAL CONGRESS of APPLIED
PSYCHOLOGY**

July 16-21, 2006. Athens, Greece

The theme of the Congress emphasizes contributions of Psychology to problems of the individual and society.

The scientific program will consist of invited keynote, state of the art and presidential addresses, group and individual presentations. Group presentations will consist of invited symposia of the Divisions, symposia, poster symposia organized by the scientific committee, continuing education workshops, and panel discussions. Individual presentations will be oral papers, conversation hours with distinguished psychologists, and films/videos.

In addition, exhibits will include major publishing, technological, and psychological corporations. Opportunities for professional visits to psychological centers will be organized, as well as opportunities to attend cultural events of the Athens Festival, archaeological sites and other tourist sites in Athens and the nearby areas.

Announcements of public defences of theses for doctor's degree in psychology

Dissertational Councils announce that the following competitors have provided their theses for Doctor's degree in psychology for the public defence: dissertations on competition of a scientific degree of the doctor of psychological sciences were presented by:

1. Barysheva Tamara Aleksandrovna: «Psychological structure and development of creativity in adults», (19.00.13), St. Petersburg State University (7/9, Universitetskaya embankment, St.-Petersburg, 199034, tel. 3289408).
2. Demyntseva Lyudmila Ivanovna: «Person's responsibility as a characteristic of vital activity subject», (19.00.01) Moscow State University – the Higher school of Economics (20, Myasnitskaya street, Moscow, 101990, tel. 7713236).
3. Dyomin Andrey Nikolaevich: «Personality in a crisis of work's pressure: strategies and mechanisms of the crisis' overcoming», (19.00.01), Kuban State University (149, Stavropolskaya street, Krasnodar, 350040, tel. 2199502).
4. Kopylova Natalia Vyacheslavovna: «Psychological-acmeological laws and mechanisms of formation of a foreign-speaking communicative competence of future experts», (19.00.13), Russian Public Service Academy (84, Vernadsky avenue, Moscow, 119606, tel. 4369882).
5. Khvostov Andrey Anatolievich: «The structure and determinants of person's moral consciousness», (19.00.01), Moscow State Teacher's Training University (1, M. Pirogovskaya street, Moscow, 119992, tel. 2461102).
6. Tsvetkov Vyacheslav Lazarevich: «Activity psychology of officers of Internal Affairs enforcements focused on preventive measures and overcoming juveniles' asocial behaviour», (19.00.03), Moscow State University of the Ministry of Internal Affairs of Russia (12, Academician Volgin street, Moscow, 117437, tel. 4240930).
7. Tchernikova Tamara Vasilievna: «Psychological-pedagogical bases of professional development of experts of education and social work», (19.00.07), Institute of Psychology of Russian Academy of Education (office «B», 9, Mokhovaya street, Moscow, 125009, tel. 2028876).

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

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

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

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

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

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

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

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