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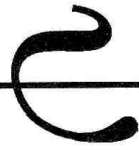
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CONTENTS

<i>Our authors</i>	4
<i>Anniversaries</i>	
K.M. Gurevitch is hundred	7
An Interview with K.M. Gurevitch	12
<i>Psychology of Development</i>	
Mikhailova N.F., Smirnova A.V. Forming of a children's controlling behaviour	27
<i>Social Psychology</i>	
Bazarov T.U., Bazarova C.T. Leadership and management: reinterpretation of tradition of tradition and reflection of new situation	39
<i>Scientific life</i>	
Chmikhova E.V., Bogoyavlenskaya D.B. Scientific-practical videoconference "Intellectual potential of Russian society: condition and actual problems of issue"	53
<i>Critique and Bibliography</i>	
Gribanov N.I., Gerasimov O.V. Review on the book of G.V. Akopov "Problem of consciousness in Russian psychology"	57
<i>Conferences information</i>	60
<i>Information on the order of presentation of publications</i>	63



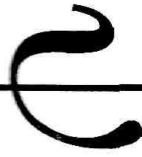
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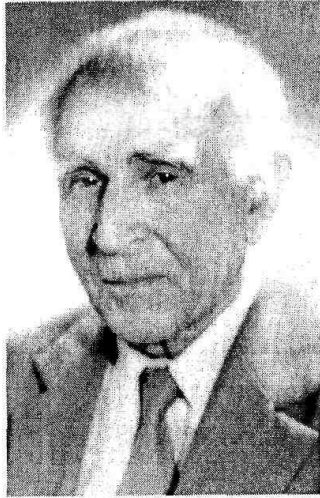
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Anniversaries

Russian Psychological Society celebrates great meeting. Konstantin Markovitch Gurevitch is hundred. He is one of Russian psychodiagnostics' founders, Doctor of Psychological Science, professor and honourable academic of Russian Academy of education.

Dear Konstantin Markovitch!

The editors of "Russian Psychological Journal" and our readers congratulate you with this great date. We respect your talent and self-confidence, which B.M. Teplov, V.D. Nebilizin, You together with other Russian psychological scientists found Russian psychodiagnostics.

You lived in difficult time for Science, but you didn't change your scientific and life principles. You have been in Science for seventy years! Your scientific problems are actually for present time. Many of your pupils are real members of Academy of Science. They successfully go on your issues. Your professional activity is ideal for scientists.

We wish health and great achievements in your scientific issues!

We agree with congratulations of colleagues and pupils of Konstantin Markowich and publish the main biographical events of great scientist and interview with him.

K.M. Gyrevich is hundred

Konstantin Markovitch Gyrevitch is hundred. He is one of founders of psychodiagnostics in our country. He is Doctor of Psychological Science and Professor.

K.M. Gyrevich was born in Samara in 1906. When he finished school, he came to Moscow, where his professional activity had been start. He worked in Central Institute of Work as a practical worker. Then, he worked as laboratory assistant in A.A. Tolchinskiy's psychotechnical laboratory and studied in pedagogical department of Second Moscow University. He was interested in individual, psychological and psychophysiological differences between people. Young scientist learned professional selection, using and checking tests. The psychotechnical laboratory moved to Leningrad in 1930 and K.M. Gyrevich transferred to psychotechnical department of A.I. Gerzhen's Pedagogical Institute, which he finished in 1932.

The professional consultation's laboratory founded in the institute of organization and work's guarding. Konstantin Markovitch continued his professional selection's work in that place. The decree C.C.U.C.P(b) on the 4th of July 1936 and article "about psychotechnics" in "Izvestia" influenced to close psychotechnical laboratories and departments of experimental psychology, where tests put in practice. Konstantin Markovitch lost his job, but K.K.Platonov employed him to work in organization of educational preparation in Kachinsk's Air Forces secondary school. However, this work, which Konstantin Markovitch learned with K.K.Platonov and S.G. Gellershtein, finished because Air repression had been begin.

In 1937, Konstantin Markovitch was a post graduate student in Moscow State Institute of Psychology. Konstantin Markovitch wrote dissertation about children under school's development of willed actions under the guidance A.N.Leontev. Konstantin Markovitch made the acquaintance of B.M.Teplov,

A.A. Smirnov, S.L. Rubenshtein, S.V. Krakov, P.P. Blonskiy, P.A. Shevarev in this period.

Konstantin Markovitch read pedagogical and psychological courses in Moscow Pedagogical Institute, then in Udmurtya's Pedagogical Institute, and then in Academy of Social Science for C.C. C.P.S.U.

K.M. Gyrevich is a senior scientific collaborator S.I.I. of General and Pedagogical psychology A.P.S. R.C.F.S.R. He worked in differentiated psychophysiology's laboratory at the head of B.M. Teplov and then Nebulizhun. He learned psychological displays of nervous system's typical properties for work's activity. As a result, K.M. Gyrevich wrote Doctor's dissertation in 1970 and monography published "Professional quality and main properties of nervous system". This monography is fundamental and systematic problem of scientific analysis of professional quality and influenced its psychophysiological peculiarities.

Konstantin Markovitch was at the head of laboratory of psychological problems' professional which conducted issues of professional quality's theory in 1968. It was a quality of personality which has totality of individual, psychological and psychophysiological person's peculiarities, which has necessary of work's effect and its work's satisfaction. Successful and quick results of its formulation influences of three main factors: several nature facts, peculiarities of professional motivation, completeness and adequacy of special knowledge and skill. As this K.M. Gyrevich's methods, pay our attention in questions of professional formulation and development of individual activity's style. Lectures, which he read in the faculty of psychology of MSU (60-70 years) were scientific and encyclopedia's knowledge, democracy and open communication.

The main cause for K.M. Gyrevich became psychological diagnostics' revival in Russia in seventy years. He understood that psychological diagnostics need seriously scientific and systematic work. The first scientific conference of psychodiagnostics was in autumn 1974 in Tallinn. The head of

the conference is a K.M. Gyrevich. Scientists decided that Soviet's psychological diagnostics should develop fundamentally.

In this period, Gyrevich's laboratory meetings discussed main theoretic psychodiagnostics' questions, his collaborators read and translated foreign articles and books of psychological diagnostics. In 1981 collective monography "Psychological diagnostics. Problems and issues" (editor was K.M.Gyrevich). In this book, scientists considered questions of construction, checking and using psychodiagnostics methods and discussed problems of their results. There were main results of West's development, theoretic and emperic material, which Russian scientists research with experimental issue of schoolchildren's psychological development. Also, there was original trend of diagnostics' issues and main peculiarities of nervous system (B.M. Teplov, V.D. Nebulizhun).

The most popular monography of main American scientists of psychodiagnostics is "Psychological testing", was head of Anna Anastazi (1982). K.M. Gyrevich said that that book was encyclopedia of West testing". This is first foreign book, which researches main problems and trends, social and ethic aspects of using psychodiagnostics' methods.

K.M. Gyrevich's laboratory had close contact with Bratislavsk's center "Psychodiagnostics". As a result, there were translated into Russian, adapted, standardized and checked two Russian tests: "Test of Intellect Structure"(R.Amthauer) and "Group Intellect Test"(GIT) for junior teenagers of G.Van. Tests have a lot of practice at school.

However, tests were found for people of another culture and it did not corrective. K.M. Gyrevich considered that construction of diagnostics' methods should realized modern approaches to understand individual psychics, which is a product of ontogenetic development, in what individual cognize social and historic experience of predecessors. To agree with K.M. Gyrevich's conception of social and psychological standards, the process of development defined objective requirements, which society represent to their members. There is influence on many sides of

life and activity of society's members: their attitude to nature, culture and other people, their purposes, norms and level of intellect's development. These requirements consist of a whole system, which influences on psychological appearance in society, where formulates its personality and individual. Most important requirements have named system of social and psychological standards by K.M. Gyrevich.

Practice of social and psychological standard's conception changed aim of testing, methods of construction, interpretation test's methods. K.M.Gyrevich saw scientific perspectives, prognosticated its main trends and ways of practical realization.

Social and psychological standard consist of basis' several tests of intellect's development, which intends for schoolchildren of different ages. The first test became STID – School Test of Intellectual Development. It worked out collective of K.M.Gyrevich's laboratory.

K.M.Gyrevich paid his attention to problem of individual and psychological differences. Its decision to connect with conception give new trend. Gyrevich named "electness" – quality of psychics, which displays into preference of activity, choose technology to activity and other actions. Electness determined genetic peculiarities, experience and teaching. It means source of abilities, personal case of individual unique. Konstantin Markovitch looks after special methods for learning to electness.

Gyrevich's special methods understand problems of intellect's development: diagnostics, abilities, psychological properties into educational appliances and textbooks of psychological diagnostics, which have author and editor by K.M.Gyrevich (1993, 1995, 1997, 2001, 2003, 2005). Textbooks are useful for future psychologists to understand opportunities and perspectives of psychological diagnostics.

Actual problems, which Gyrevich learns, he occupies scientific searches, its perspectives and his way in progress. Konstantin Markovitch "builds" own system of psychodiagnostics, which envies on deep understanding theoretic problem and main principles of psychology in applied issues.

K.M.Gyrevich is indifferent to external attributes of power and estimations of his activity. He never was high post (he was chief of laboratory, main scientific collaborator of Psychological Institute RAO), but his colleges considered that Konstantin Markovitch is judge and expert of scientific problems. Gyrevich have title honorable academic of Russian Educational Academy.

Konstantin Markovitch take cases open relationships to people, humanitarian communication. He is tactful, delicate and respectable psychologist. K.M.Gyrevich is interested and full personality.

Collective, which Konstantin Markovitch founds laboratory of diagnostics and correction psychic development P.I. R.A.O, his colleges and students congratulate him and wish health and successful results of his scientific searches and new discoveries.

An interview with K.M. Gyrevich

(The interview wrote in 1999 and represented for publication by Doctor of psychological Science N.L. Karpova. We tried to maximum save interested communicative language and special phrases of Konstantin Markovitch.)

Correspondent (C): Before beginning the interview, administration of our institute ask to you kindest words and congratulations. They ask to congratulate you with your Day of Birth and give this books.

K.M. Gyrevich (G): You know, I'm very thankful, but I have this book! May be, it needs for somebody.

C: No, it's your present. What are you telling? We congratulate and wish you kindest words. Here it is signatures of Panova, Rubzhova and Alla Borisovna Nikolaeva. She asks to give you special kind words. We are meeting today. We are telling about history of institute. But, at the beginning, you are telling several words about yourself, Konstantin Markovitch.

G: And what I should say?

C: What do you want to tell?

G: I was thinking at night, what I should say. But, if you want, I may tell you several words, how I find in psychology.

C: Thanks.

G: I'm not remembering for their protection, but find in special institute in Moscow, which names Central Institute of Work, in 1925. It was on Petrovka, 24. I worked collaborator in psychotechnical laboratory in this institute. And I was very glad of it's activity, how it may be a guy of nineteen years old. I finished middle school and suddenly I understand that I may know more about people. They choose candidates for education in Central Institute of Work (C.I.W.). C.I.W. was special institute. His director was working poet- Aleksey Kapitonovitch Gastev. You never hear about him, do you?

C: Unfortunately, no.

G: But he was great person. He organized education for simple professions as metal man, joiner, turner. It was strict method. Educational period was very short: about several months. But all of they study, he asks psychotechnic's people to choose people, who needs longer education. And I find in this laboratory. There was warm and friendly atmosphere. Laboratory's manager was well-known person – Tolchinskiy Anatoliy Abramovitch. Collaborators worked with me as equally worker. They asked me: "Do you read it?" – "No, I don't read it." "Read it if you have a time." – Oh, Gud, if I have a time! I stick in the books! (He is laughing.) I read. And across some time, they took me trying tests. I became to do it quickly. Aleksey Kapitonovitch Gastev noticed it. He was a very good person!

Sometimes, I went to see, what they do in shops, between my tests. Once upon a time, I felt that somebody fold in his arms to shoulders. I turned back. He was Aleksey Kapitonovitch (director). He told me: "Do you notice anything?" I said: "No, I'm curious only." "Well, what do you think about that?" (Do you understand me? He asked warmly nineteen or twenty years old person, who knows nothing.) After that, sometimes, I with trembling at the beginning, then calm went to his cabinet for his request. Conversations with him were very important for me, I felt myself not last person in laboratory because Aleksey Kapitonovitch heard me.

I remembered that he told me: "Go with me, I need to talk with you." He went to the room, where stands small conveyor. He laid wood cup in this conveyor. It fell down. He told: "We must get over from ford's technics of ruling to conveyor's ruling. Can you begin to ache it?" I said: "Yes, Aleksey Kapitonovitch. I don't know."- "You'll think about it." So, I felt taste of psychology. Across some time, I went to him and said what I want to enter in higher educational establishment (h.e.e.). It was in 1928.

He told: "Right, what I should do?" But I don't know in this time that I was neither working nor peasant person. After passing exams, they didn't take me. Aleksey Kapitonovitch said: "I take a

document and they attach you.” He really took me a document and they attached me as a student. So, administration of pedagogical faculty (faculty of Psychology was no in this time) was very friendly.

I became a student and went to lectures. Aleksey Kapitonovitch told me: “You go to psychology, but I think that you’ll become an engineer”. But he was with me friendly. I had mistakes in his experiments. He told with me strictly, but in whole he was very friendly. I lived in the laboratory for this moment, when Aleksey Kapitonovitch went to Petr Yakovlevitch Galperin’s position. So, he considered, that all people may all of this. So, psychotechnical laboratory was not need.

C: Konstantin Markovitch, excuse me. Psychotechnic people, who are they? And why is name “psychotechnic”?

G: Psychotechnic was ephemeral method in that time. Necessary of selection needed to that time. They may have selection of test if you are not psychologist. You should know that method. As a result, many people of different specializations went to psychotechnic because they don’t have job in other places. They were dentists and engineers and people of other professions. All of they made tests and something took in whole. This is technic, if it is psychotechnic, but it is technic. So, people in different life spheres knew, how it made. Aleksey Kapitonovitch told: “You’ll think, where do you move?” In that time, Tolchinskiy, who manages this laboratory, give the opportunity to organize professional consultation and psychotechnic’s laboratory of RSFCR in Leningrad. It was a tendency that Leningrad manages Russia, but Moscow managers Soviet Union. So, he offered me to move in Leningrad and work in it. I did it and worked in Leningrad’s institute of Organization and Save Work, but I was scientific collaborator. I didn’t finish h.e.e. and moved to Gerzhen’s institute. It connected me with important circumstance.

Sergey Leonidovitch Rybenshtein began to read your lectures in Gerzhen’s institute in first time. You know that there were twelve persons in psychotechnic’s department. We lived

friendly and people were very good. I feel sorry for people, who are died. It was a time, when we worked of projective method. It means that Sergey Leonidovitch read lecture, then he said: "You should prepare this text, understand it and then tell me what you don't understand, please." There was secretary for each department in each course. I was a secretary of psychology. I took record books, went to Sergey Leonidovitch and gave to him it. He asked me ironically: "Do you understand it?" I answered: "Yes, Sergey Leonidovitch, we understand it. "Do you understand all of this?" "No, we don't understand anything and anything." "So, I should explain it." Sergey Leonidovitch explained me tolerantly, that I imagined in this place as didn't understand (He is laughing). He was signatred in record books. Consultative exam passed. I took this books and went to the room, where my colleges wait me. They were sleeping on the table or chair. They were sleeping because they worked for life at night. Student's allowance was unreal for living. They met me: "Do you persuade him?" "Yes, I persuade him. You should work!" "Yes, but we don't argue." (They were laughing) I gave record books and we explain new topic. We followed that anybody didn't sleep. Because one person read and others heard (one book for all people) So, not all people understand topic. Somebody was sleeping. "Serezhka, why do you go to institute? Wake up!" "I only shut eyes. Don't fault with me, please!" "Right!"

In whole, course was beautiful, interested and educational. Sergey Leonidovitch read it directly in this h.e.e. and have his aim especially. We give a lot of information from him! I thought, that I hear many teachers and professors. Of course, they were interested, but calm and thinking was only Sergey Leonidovitch. So, I heard his course and became to feel yourself belongs to this profession.

So, I don't remember, who are recommending me to Gastev, may be nobody recommending, but it was very important for my professional life. I began to work at eighteen, may be at nineteen years old. I have worked in this science more than seventy years. Yes, more than seventy years. You know that I never tell that II

have high level. I know all of this and I know everything. Never! Always, you fight one level, but other level on the future. And, it's no difficult, find general, where you become scientific worker. Constant movements don't tired. I'm thinking now, if I'll be other specialist, I have not a job. I'm old. What I should do?

Scientific worker may work. He is sitting at the table, reading something and imaging something. Finish was going to this table. I heard that from Petr Alekseevitch Chylarev. He was in our institute. Do you hear about him?

C: Yes, of course. I hear about this scientist.

G: Petr Alekseevitch told me: "I tell you that I have a dream! I want to die in half of the word". So, he is sitting or writing. Half of the word finished and die.

Then, I entered to graduate course in this institute. I became a graduate student of Aleksey Nikolaevitch Leontev. Do you know Leontev?

C: Unfortunately, no.

G: Aleksey Nikolaevitch spared more time to me. It was very special. He may tell with me in whole days. This fact mented other people. He worked equally with all graduate students. Yaroshevskiy, who was graduate student after me, told me that Aleksey Nikolaevitch Spare time for working with us. Aleksey Nikolaevitch also have to me a lot of knowledge. I became more critical.

I finished graduate course. They directed me to Ydmyrtia. Because in that time, it had a principle: most successful students direct to province. They were more useful in that places. I went to Ydmyrtia. Three years later, Anatoliy Aleksandrovitch Smirnov and Mihail Vasilevitch Sokolov (he was a good person, he was elder brother for me) across Narkompross sent telegram to Izhevsk. "We suggest to send Gyrevitch to Moscow for executing commission". In Izhevsk, they told me that icome to Moscow I should say: "I don't go anything from Izhevsk."- "I don't say it". "You should say it. Across several time you will go back". Three years later, I come to Moscow, I recommend to director of City's pedagogical institute – Benyh Petr Salonovitch. I told him: "Petr

Salonovitch, I want to work in your place. But they don't realize me from Izhevsk." "I include you in work in order of Narkompress, you don't go anywhere." I said: "What I should do with party's ticket?" "Do you know charter of Party? Members of Party, who work in this place, so stand on calculation in this places. So, if I work in this place I should stand you in calculation. Do you have protest?" (He is laughing) I said: "No."

Time later, there was 1947. At once, the telephone was ringing. I heard a beautiful voice, who become own to me. He was Boris Mihaylovitch Teplov. He called me. He said: "Listen, do you have a protest of working in Academy of social science attach to Central Committee." I said: "Boris Mihaylovitch, I don't understand." "I'm the head of chair. I want that you work in this chair." Of course I was very glad. I was thinking that it was special privileged establishment. I said: "Boris Mihaylovitch, what do I do?" "We'll open business' laboratory." I was senior scientific collaborator in organizing psychology's chair of Academy of Social Sciences. Across some time, Boris Mihaylovitch told: "Listen, nothing does." I said: "What?" "They don't have experimental chair. They considered that philosophy it is all of this and for psychology don't need nothing." We have graduate students. I said: "What do we do?" "I don't know. I want to go!"- said Boris Mihaylovich. One year and a half later, I worked in this academy. Really, work was very boring. I should tell to graduate students, what does it mean psychology. But they were graduate students of this psychological chair. I said: "Boris Mihaylovitch, I want to go. I included in Institute of Psychology in next day and became collaborator and teacher in this faculty.

C: Have you ever seen this photograph?

G: I have made this photograph.

C: Yes?! (They are laughing)

G: I have made it from window. I was standing on window-sill and make this photograph.

C: We find author of this photograph. So, a little people know that you have made this photograph.

G: May be. I became collaborator of Boris Mihaylovitch's laboratory and worked for 17 years to his death. Boris Mihaylovitch was special person. Do you know him?

C: Unfortunately, no.

G: No, you can't know him. Boris Mihaylovitch was capricious person. He was nervous and strict. But, if he will make laboratory's work, he does it ideally! You know that I have volumes "Types of nervous activity of person and animal." Here it is. I was author since second volume. I don't find in first volume. I remembered that I take him my article, he gives it: "I'll tell with you at Saturday." Saturday was working day. He never lie somebody. If he'll appoint the day, he does it. He kept my article in hands: "I have microscopic remarks." It was simple his words. (He is laughing) There were microscopic remarks: "Listen, you write in this place, but it is no your style. Do you strike out? You may add in this place. You may think that add to. I want it. Do you make it?" "Of course." "Sit down and write now." He was reading all article from first page to last. He said: "You find deep topic, what do you mask it?" (They are laughing) "Boris Mihaylovitch, I don't know."

C: What does it do?

G: I don't know. (He is laughing) This microscopic remarks transformate our articles in whole and finishing works. He didn't mark text only by Leitz. Leitz always write very well. Boris Mihaylovitch, where give his article, he said: "It is no mark." (He is laughing)

Sometimes, he paid attention on one aspect of topic. Do you know what is it?

C: I don't know which meaning you meet in this definition.

G: It means, that he begins to work. He makes all at this, but he doesn't give up and go on. It needs himself, but we wait from him other information. I read all of this months with wide interest. He has a big talent.

C: You told, that Natan Semenovitch has constant interest to concrete practical psychology.

G: It is the same. Skill of find the perspective it means to go to use. Do you understand? I sometimes hear young scientists` reports in scientific council. They begin to have philosophy, but which philosophy do it if they don`t know it. We don`t know philosophy practically. Well, we learned dialectic materialism. It`s not bad thing.

C: I think, yes. (They are laughing)

G: But we haven`t wide knowledge. Suddenly superficial philosophic conception was made was the Kant`s philosophy, then it was Gegel`s philosophy and no their Ivan Ivanovitch. It`s no normal. Do you understand? If you have philosophical level, you will need philosophic education. It`s very good. Sergey Leonidovitch said, that he was in Germany in creative seminar of Kant, I said: «How was it that seminar?» Sergey Leonidovitch smiled and turned back: «We work in two lines for a year» I said: «How is it?» – «For words. Why we have this word or other? In which phases it has be? We do these two lines for a whole year. It was Kant`s learning» Well, we may be Kant`s learning: who is Kant? I read about him. Well, he was diagnostic scientist. In general, we may be don`t rend and read about him better. It`s easier.

C: And more simple. (They are laughing)

G: It`s wrong! Do you understand? It`s no premise that professional philosophers know Kant and Gegel, of course. They learn their four lines. They try to understand sense, which author puts in this lines. It was really a high value. Well, I sometimes hear. I want to say: «You don`t make nothing» On the other hand, I haven`t law to disguise people at this activity. They have a work, they have something. But I know that we have many problems in our psychology. And he instead of us, he make philosophic work. At once, I said to young person, what I want he`ll learn concrete philosophical, psychological problems. He told me: «Do you know, that I have a book?» I want to tell him: «It`s really pity!» (They are laughing)

C: It needs to say.

G: Yes. What do I do? In general, it is slight of thought. Translate it in the computer, give a text, send to journal and publish. Well, I make it not bad. Nobody read this article in journal. Last years, unfortunately, I send article to editorial office of journal and they publish it now. I see weak places. It`s results of your work.

C: You are responsible for you are writing.

G: Of course. (They are laughing). It`s life.

C: Thank you very much, Konstantin Markovitch. Do you tell me about your laboratory?

G: It`s not my laboratory.

C: Well...

G: It`s laboratory of Elena Mikhailovna Borisova. She is the head of laboratory.

C: It`s now. And in this book, if have written that since 1968...

G: Well, it was long ago. I don`t know, what I may say about laboratory? Friendly collective was left. It is very well, very friendly. You know, that we have difficult experience. The director was Vasiliy Vasilevitch Davidov. He is a person, which I have a high value. Then took off. Scientific council was and they told: «Vasiliy Vasilevitch was wrong. He didn`t take right trend of our activity» I said: «Vasiliy Vasilevitch was talented director. He took in right trend. I can`t say bad word of him!» They didn`t like this words. She was deputy president. I don`t name her. They wished that I had left laboratory. He invited Margarita Akimova and said: «You have a high post in laboratory and you let it. They let special post and work`s perspective of Kozlova and Borisova. Kozlova and Borisova refused theirs. It was serious check. They left of my direction. I told to Matushkin, who became a director that he organized group. For a long time situation changed. Vasiliy Vasilevitch became a vice-president. Aleksey Matushkin left his director`s post. Then there was Victor Mikhailovitch. It was again in 1993. I have got at tached to their not only for elderst and scientist. They are good people. At once Boris Mikhailovitch said: «If I have a choice between talented, but not

good person and not very talented, but a good person...» I said: «To last of good person» (He is laughing). They are all good people, they have worked well and they have scientific honour. They don't accidental people in laboratory. Laboratory's achievements ascribed to me, of course. (He is laughing) It was clumsy and funny. They have worked well. Two of them have a professional level. They are Borisova and Akimova. Kozlova don't want make it. It is her choice. She told that it her thoughts.

C: Konstantin Markovitch, Aleksey Aleksandrovitch Bodalev asked me to pass your kindest words, wishes and congratulations. He asked me to answer on the question: which meaning of the definition «acme» do you contribute? Do you have acme in personal and professional activity? He underlined that you improved «acme» and go on of this way. It was a question. (They are laughing)

G: I don't know. I have many little pupils, I often get books with signature «from your pupil» and I don't know him. Sometimes I get it from people, who are not good specialist. But he write that he is my pupil. If somebody come to me for need I won't refuse him. May be Aleksey Aleksandrovitch has scientific perspective. People come to him, introduce and stand on this way. We realized many things, which we didn't realize early last years. What he interested in?

C: Which maintenance do you contribute in the definition «acme»? How do you improve to realize in all ways?

G: There weren't ways. Person turns on side, which it needs in this case. You should make it, which believe. You may be a technician, expecutor and director in science. I'm reading memories by Peter Alekseevitch Kropotkin with bid interest. He was anarchist. Do you remember? He wrote very well: «Who felt charm of science at once (may be small discovery)» So he didn't forget it never and try to repeat it. Of course, people steal themselves. They have not enjoy of their work.

C: I interrupt you. Do you tell me about your youth?

G: After finishing the school, I had a question: what do I do? I was sixteen years old. I was librarian of Samara's Council of

trade union. I got twelve rubles. My elder brother was student of Physics and Mathematics faculty in Moscow State University. It was very difficult to find a job. My brother took me money for lunch and went out. He was working. Then I was independent. I had 70 rubles, when I became a scientific assistant – 130 rubles year later. I bought suit. (They are laughing) Then I bought one move shoes. I moved to Leningrad. Then our laboratory closed. Konstantin Konstantinovitch invite me to Air Forces. He was military doctor and I was a worker in 1937. Suddenly, commander of Air Forces shot himself! Party's committee went to school. Victor Nickolaevitch kalbynovsky was director in institute of Psychology, he was member of committee. Comissar, who head of this committee, told me: «Who are you?» – «I'm simple worker» – «You have 48 hours to go out» I considered that it was very strict, but it was very generous. He didn't see me because he didn't wan't to ask me. Bold person went to me and said: «did you work in this place?» – «Yes» «What did you?» I said what I do: «Listen, I'm director in Institute of Psychology. Do you want to enter in our graduate course?» it was a magic. «What I should do?» – «You come to Moscow and we talk with him. I think that he approach to us. I came to Moscow and went to institute. Victor Nickolaevitch met me, talk with me and said: «You enter to our institute. Your supervisor will Aleksey Nickolaevitch Leontev» I knew leontev for his issues. He wrote about memory. I went to Aleksey Nickolaevitch, Ivan Vladimirovitch Shvachkin entered together with me.

He was more talented than I. He was very interested scientist. I had topic: “Issues of children under school's will”. Shwachkin worked on reasons of children speech. Aleksey Nikolaevitch was supervisor of our works. He was very open-handed person.

C: You said, that you had special interest to statistics.

G: Are you about dimension?

C: Yes, I'm about problem of dimension.

G: You don't create science without comparison and dimension. Dimension have to unit. What can unit of dimension in psychology? It's right answer. But that is saying of testing person. Has he external work? One, may be, say it simple, other answer in case and third has a result of work. Do you work in factor's analysis?

C: No.

G: Good. (They are laughing) Factor's analysis consider that unit of dimension compare one to other. So, you said: "This is easy and this is difficult. Psychological unit is different.." It's no interested to people, who work in factor's analysis. I went across factor's analysis. Teplov was very like it. Factor's analysis helps to underline general in several different numbers. It has criteria. One stands far it and other near to it. Unit of dimension is nearest to criteria.

C: It's interested because we are working on comparison's problem now.

G: We change "bigger or smaller" and "near to criteria or far to criteria". What does it mean "criteria"? Criteria is social and psychological product of normative. What does it mean normative? Normative is a requirement of society, which advances to concrete group (professional and educational). Special peace of social and psychological normative is school. You should know something in each form. It is criteria. You need to see, how do you near to this criteria. We can't say that you are clever or stupid. May be stupid, but near to criteria. We have notion 'special mental development'. What is it? Intellectual goes on mental development. Mental development connects to criteria, which in life's educational.

C: Can we talk about health criteria? Do you have a definition?

G: It was very relative notion. I was in hospital. Doctors told: "Healthy person is not only person, who have strong systems!" (They are laughing) One have problem with stomach, other with back, but they know about it. They cured their diseases, so they are healthy! I said: "Person have absolute health,

haven't he?" Sergey Ivanovitch Smirnov asked: "Do you know him?" I answered: "He is sportsman." You don't know sportsmen. They don't healthy in your sense." It is criteria of different functions.

C: Yes, physical, psychic and moral.

G: In general, it's not simple notion. You don't have serious requirements. For example, school. Teacher will say: "I have excellent mark for this pupil. He may know worse, but answered well in other cases. This pupil have good mark. Does he know it? Yes, but he don't think serious. (They are laughing)

C: Is criteria subjective?

G: Yes. It's unreal in psychological and social aspects of science.

C: Thank you very much, Konstantin Markovitch. Are you tired at my questions?

G: No, it's my life.

C: Good.

G: Anything else?

C: I have one question. Konstantin Markovitch, what psychology do you see in third thousand years?

G: Elena brings American books for me. Thank her very much. I read translations. On one hand, psychologist have not psychology as high value, but on the other hand we should make experiments. It's no psychology without experiments. Natan Semenovitch is a talented experimentator. He finds right ways in experiments. Bobneva wrote about social experiments. Do you read her books?

C: No.

G: She has social experiment. It is a photograph. People are sitting and waiting, when they go to photographer. Suddenly person will go and say: "I need to make a photograph quickly. You have a responsibility to make it without turn for me." How will people react? You don't know. It is experiment. You may feel that this person is a liar and he doesn't make a photograph. You may think: " He will need, but I?" He doesn't make a

photograph again. You need to know that this people have problems. Which problem does this person? (They are laughing)

C: So, we need to have experiments.

G: You are right. Leitz will say: "You may observe and give results." Many observations are same as experiments in same conditions. I had elder friend. He was Mihail Ivanovitch Zhinkin. Do you hear about him?

C: Yes, I know his issues.

G: He was older than I. But we have friendly relationships. One graduate student said: "One per cent was no right, but it is understand..." Zhinkin: "This per cent interested me. What is per cent?" (They are laughing) You understand that whole result of 100% is unreal. Criteria of 100% is unreal because criteria is the same as external peace. I may only near this criteria.

C: We know about it.

G: You are scientist. Mihail Ivanovitch was honest person. He considered that one per cent is the most interested thing. He said: "That is right, but opposite." (They are laughing)

C: You told that B.I.Teplov was natural person.

G: Yes, M.I.Zhinkin said that he was natural: "If you want to clever, you should leave a child." Do you hear about this form? Zhinkin agreed with Einshtein in this aspect. He said that we work because we are in childhood.

I have natural perception. My friends and relatives have natural perception too. I had one relative. He said: "Do you know about yourself whole night? What do you do? But you want to think about yourself! No!" Nikolay Ivanovitch said that Zhinkin was natural person. I loved him because he really let good advices. I told him that I have dramatic situation: "Listen, why is it for you?" "Why I'm..." "You don't need it. Give up it!"

C: He was psychologist, was not he?

G: Yes.

C: I have last question. Do you work on the computer?

G: Yes, you don't work serious on the computer.

C: May be.

G: It stands here. We moved not a long time (3 months). We lived in previous flat5 since 1946 (53 years). I have big book's problems. I often look for a book. (He is laughing) I don't find some books for present time.

C: Right. Do you learn computer by yourself? Yes?

G: No, but it's other. Computer helps to work with books.

C: No. Do you learn computer by yourself?

G: It's not difficult.

C: Well, Konstantin Markovitch. (They are laughing)

G: I have grand-son.

C: What is his name?

C: Kostya. We learned together. I asked: "Kostenka, what I should do? I need this phrase." "Turn on this and all." "Kostenka, one word doesn't write." He told: "I do it for you, don't worry." I answered: "No, it's no education. Will you show?" "Right."

Kostya want to become a psychologist.

C: Who is psychologist in your family, Konstantin Markovitch?

G: They are not psychologists. Kostya works in build's organization. Then, we decided that he should choose profession by himself. He likes this job. We meet with him. He took part of my books. I talk with him about psychology. He told that it needed for him. But he has another aims for present time.

C: Thank you very much.

G: I'm regretting that I have much time.

C: No, it's very interested. I know some new things. Thank you very much.

Psychology of Development

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Forming of a children's controlling behaviour

Forming of a child's adaptable behaviour appears under the process of family interaction and is determined by family structure, parents' copying style, sex-role educational stereotypes, as well as by nature of child-parent relationships. A child does not copy the pattern of his/her parent's copying-behaviour but has to adapt to it according to how his relations with the adults are in reality and how he/she "realizes" them.

Key words: *Copying, copying behaviour, copying style, child-parent's relations, family structure, sex-role stereotype.*

Copying style like individual life style of a person determines the steady way of psychological adaptation that influences social environment as well as nature of inter-personal relations. Copying behaviour allows reducing the stressor's pressure which means to perform the protective function. A child "learns" different ways of psychological overcoming (copying strategies) while contacting adults and other children first in his/her own family, and then in social groups. The way how a child apprehends different controlling methods and what factors influence his/her choice is the subject of recent scientific research works. In some of them it has been proved that a copying style is determined by age, sex-role and family factors [1-3,5,6]. Also links between parents' and children's copying styles have been found [4].

The main tasks of this research were to elicit factors influencing the formation of a pattern of copying behaviour with children who are brought up in different family environments as

well as to approve and to standardize the translated test «Self-Report Coping Scale» by Skinner.¹

In this research took part 575 children at the age from 7 to 11 from 12 compulsory schools and their parents (570 people) from 314 full, 136 short, 56 mixed, 28 large and 27 enlarged families. The great number of children can be referred to the conventional norm, only 49 children have had behavioural disorder (violated relations with adults and children of their age at school and at home – flights, rubbery, vagrancy, begging, being rude, aggression, confrontation, oppositional behaviour etc, classified according to MKB-10 as F.91.3). It was the reason to put them in a separate group.

As research methods we used: with children – Skinner’s «Self-Report Coping Sale» questionnaire, Ryan’s «Schoolager’s Coping Strategies Inventory», anxiety scale CMAS, PCI questionnaire – «Parent-child interaction» (our modification for junior schoolagers), with adults – adults’ variant of PCI questionnaire and Lasarus’s WOCQ.

During our research we have found out that children’s copying behaviour in spite it can be induced by them doesn’t not represent the exact copy of parents’ pattern. Copying style depended on child subjective perception of child-parents relations that present an important condition for accepting or refusing any controlling model or “tuning” for it. To what extend does parents copying style determine child-parents relations? What do sex-role stereotypes mean in bringing up process and, accordingly in forming of children copying behaviour?

The above-mentioned problems are very up-to date in the frame of studying different factors and conditions that influence copying style of children and teenagers in connection with psychocorrection and psychotherapy.

We have founded trustworthy distinctions in copying styles and child’s attitude towards his/her mother and father. Mothers

¹ To collect the experimental data under the guidance of the author, O.Y. Mashtal took part.

more often than Fathers used the strategies of *searching for social support* (when $p=0,000$), *taking responsibilities* (when $p=0,016$) and *escaping* (when $p=0,002$). Fathers were more demanding to a child (when $p=0,003$) and ticked family confrontation in bringing-up matters more often than Mothers. From their side Mothers were more severe (when $p=0,002$), ticked better emotional closeness (when $p=0,000$), acceptance (when $p=0,005$) and cooperation with a child (when $p=0,000$) as well as worried more about him/her ($p=0,000$).

Those distinctions have been determined mainly by role structure of a family and separation of functional positions by Father and Mother in a full family.

Mothers' and Fathers' copying behaviour and style of relationship with a child in families with different structure also differed from each other:

- Mothers in full families as compared with short families used copying strategies of *self-control more often* (when $p=0,011$) and *positive reappraisal less often* (when $p=0,023$), they also worried about the child *more* (when $p=0,026$) and showed educational confrontation in the family *less* ($p=0,000$);

- Mothers in full families demonstrated *better* acceptance of the child ($p=0,01$), consistency in growing-up ($p=0,009$) and much *less* control over the child ($p=0,009$) and educational confrontation ($p=0,019$) than mothers in short families;

- Fathers in full families as compared with stepfathers showed *much more* acceptance of the child ($p=0,003$) and anxiety for him/her ($p=0,04$);

- Mothers in short families noted *better* emotional closeness with the child ($p=0,007$), his acceptance ($p=0,019$), consistency in growing-up ($p=0,008$) than in mixed families.

Perception of father's attitude also differed among children in different family structure. In full families children noted father's accord with them *more often* than in mixed families ($p=0,019$). Children from mixed families announced fathers' strictness *more often* than in short families ($p=0,029$) which is natural as fathers after divorce do not take an active part in his

child's growing-up. Nevertheless children from full and short families noted their acceptance by their fathers *much more* than in large families (when $p=0,007$ and $p=0,048$ accordingly).

It is obvious that family structure plays an important role in the child's life influencing the development of its personality including adaptation behaviour.

Children from full families owned wider range of copying strategies than children from short families:

- Children from full families *more often* used the strategy of *problem solving* ($p=0,003$), *looking for social support* ($p=0,000$), *distancing* ($p=0,006$) and *internalization* ($p=0,004$) than children from short families;

- Children from full families used *more often* the strategy of *problem solving* - «change something to get it» ($p=0,037$) or «say I am sorry or tell the truth» ($p=0,031$), the strategy of *looking for social support* – «ask someone from my family for advice» ($p=0,011$) or «talk to someone» ($p=0,003$), as well as the strategies of *distancing and distraction* – «try to relax and stay calm » ($p=0,016$), «draw, write or read something» ($p=0,000$), «play games» ($p=0,015$), «eat or drink» ($p=0,031$);

- Children from short families used *more often* the strategy of *distancing* - «forget about everything» ($p=0,024$) and *less often* the strategies of *externalization*– «tease somebody» ($p=0,036$) and *internalization* - «think about it» ($p=0,011$) than children of their age in full families.

The above mentioned conformities have been proved while comparing short and mixed families. Children from mixed family have wider range of copying behaviour than those from short families:

- Children from mixed families use *more often* the strategies of *problem solving* ($p=0,001$), *looking for social support* ($p=0,018$), *distancing* ($p=0,022$) and *internalization* ($p=0,010$) as compared with children from short families;

- Children from mixed families apply *more often* the strategies of *distraction and distancing*– «try to forget» ($p=0,002$), «draw, write, read something» ($p=0,000$), «play

games» (p=0,003), «talk to somebody»(p=0,04), «stay alone» (p=0,004);

- children from mixed families as compared with short families used *more often* extra pointed copying - *replacing* - «do something similar» (p=0,003) and *less often* intro pointed one- «feel sorry for myself» (p=0,048).

A child from full family has been oriented more than the one from mixed family towards *looking for social support* – *more often* «got some help from a friend» (p=0,035) and «asked somebody from his/her family for advice» (p=0,047). Children from mixed families as compared to those from full families chose *more often* the strategies of *distracting and distancing*– «draw, write, read» (p=0,014), «try to forget» (p=0,013) and used *replacing* methods– «do something similar to someone» (p=0,013).

It is possible to say that children from full families as compared with those living with stepfathers in mixed families were more dependent on support of the other people and used less the inadequate strategies of *distraction? Distancing and replacing* (i.e. emotionally focused copying).

Children from large families also differed from children of their age. They were mostly focused on *problem solving* – «thought about what to do or to say» than children of their age from full and short families (when p=0,022 and p=0,015 accordingly).

Children from large families as compared with children of their age from full and fixed families used *less often* copying focused on *looking for social support* (when p=0,006 and p=0,032 accordingly). In comparison with children from full families they *less often* «told a friend or member of the family about what had happened» (p=0,021), «got some help from a friend» (p=0,041) and *more often* «did something similar» (p=0,029) (i.e. tried to «win back»).

Children from large families differed from all the others because they chose *less often* the strategy of *emotional support* like «hug and clasp somebody nearest or my favourite toy, or

flatter an animal» (when $p=0,001$, $p=0,002$, $p=0,008$). As compared with children from full and mixed families they used *less often* the strategy of *distraction* – «jog or walk» ($p=0,008$ и $p=0,012$ accordingly), «play games » ($p=0,012$), «draw, write and read something» ($p=0,048$). It can be explained by the fact that in all large families there exist problems with personal space and besides that they have to grow up faster – the process of socialization goes faster. Probably that is why they use *less often* than children from mixed and full families the strategies of *internalization and distancing* – «think about it» ($p=0,001$), «try to forget» ($p=0,001$ and $p=0,05$ accordingly).

Thus we can make a conclusion that the reason why a child chooses copying strategies also depends on life conditions and system of relationships in the family which are determined by its structure. Children from two-parents families have turned to be more copying competent than children from short families. Together with this the copying strategies of mixed family children have been less infantile and more socially mature as compared with other children who have turned to be more focused on looking for social support or emotional copying.

Children from short families have turned to be in worse position. That particular family structure when the whole power is concentrated in one hand, does not contribute to the variety of controlling methods that a child can “afford” in these conditions. That is why they have to use mostly the strategies focused not on problem solving but on rebuilding emotional and soul balance.

Parents’ copying style and nature of relationships with a child have been caused by sex-role stereotypes in behaviour and parents’ aims, and have had a considerable difference among adults and children perception. For instance, girls noted *better* closeness to their mother ($p=0,029$) and satisfaction with their relationships ($p=0,05$) than boys. Boys were not satisfied with their relationships with fathers *much more* than girls ($p=0,05$) and noted *more often* that their fathers had been severe to them ($p=0,08$).

Sex-role stereotypes have been founded either in educational styles or in copying behaviour among adults. Boys' mothers showed themselves *much more* severe to their children than girls' mothers ($p=0,013$). Girls' fathers controlled *much more* their child's behaviour ($p=0,049$) but showed *less* strictness in growing-up process ($p=0,034$) than boys' fathers. In total girls fathers used the strategies of *self-control* ($p=0,06$) and *looking for social support much more* ($p=0,018$) than boys' fathers. It testifies that there are different ways of control and educational styles among mothers and fathers which form behavioural models with a child according to his/her gender.

Gender differences in copying behavior also prove it:

- Girls as compared with boys used *more often* the strategies of *looking for social support* - «tell each other or someone from my family about what has happened» ($p=0,048$), «tell somebody about my feelings» ($p=0,000$), «hug and clasp somebody nearest or my favourite toy, or flatter an animal» ($p=0,000$), «say I am sorry or tell the truth» ($p=0,001$);

- For girls it more typical than for boys to *use more* often the strategies of *internalization* (when $p=0,027$): for example, «feel sorry for myself» ($p=0,023$); «worry about others' negative opinion about me» ($p=0,002$); «cry and feel sad» ($p=0,001$); «think about it» ($p=0,035$); «pray» ($p=0,054$);

- Boys as compared with girls used *more often* the strategies of *problem solving* - «change something to get it» ($p=0,013$) as well as of *externalization* - «curse loudly» ($p=0,045$), «do something similar» ($p=0,015$), «fight with someone» ($p=0,000$), «tease somebody» ($p=0,001$), «get crazy» ($p=0,034$), «hit, break or throw out things» ($p=0,059$);

- Boys more often than girls use the strategies of *distraction* and *facilitation* - «sleep» ($p=0,039$), «walk around or outside» ($p=0,003$), «jog or walk» ($p=0,022$), «walk, run, ride the bicycle» ($p=0,009$) as well as «talk to somebody» ($p=0,037$).

It means that at that age it is more typical for girls to use the intro pointed copying as for boys to use extra pointed copying which can be explained by parents' expectations because

aggression among girls is not realized as socially accepted form of protective behaviour.

Children with deviant behaviour also differed in controlling methods from children of their age who didn't have any deviation of adaptation. Controlling behaviour of children with deviant behaviour was determined by violated relation between them and the society.

Children with some breaches of behaviour used *more often* the strategies of *externalization* (p=0,045). Under stress they chose *rather often* the following ways of controlling: «get angry, throw away or break something» (p=0,016), «fight with someone» (p=0,000), «get crazy» (p=0,044), «shout and cry» (p=0,004), «tease someone» (p=0,000), «do something similar» (p=0,037), «hit, break or throw out things» (p=0,013).

Together with extra pointed copying the used *rather often* the strategies of *distancing* – «try to forget» (p=0,007), «stay alone» (p=0,022), of *escaping-distraction* – «dream about something» (p=0,043), «walk around or outside» (p=0,031), «play games» (p=0,007), and less often the strategies of *internalization* – «worry about that» (p=0,042).

Parents' attitude to their children was taken differently by children with breaches in behaviour as compared to children with standard adaptation:

- Children with deviant behaviour noted *lower* emotional closeness with mother (p=0,019) and father (p=0,003) as well as mother (p=0,02) and father (p=0,000) as compared to children with standard adaptation;

- Children with some breaches of behaviour noted heir fathers being *more* severe (p=0,037) and demanding (p=0,022) as well as showed lower adoption towards them (p=0,008).

Mother's attitude towards her child in those families differed greatly from the families where there were no such behavioural problems. Mothers of children with deviant behaviour had *more* conflicts with members of the family on growing-up methods (p=0,005) and noted *higher* dissatisfaction with relationships to their child (p=0,000).

We have founded the influence of parents' copying behaviour pattern on controlling behaviour of children with deviations in behaviour as well as on nature of child-parent's relationships (Tables 1,2,3):

- Mothers who used *more often* the strategies of *planning the problem solving* were more severe to their child;

- Internal mothers choosing the strategy of *taking responsibilities*, controlled their child *more*, i.e. they tried to behave themselves the same way in educational matters. т.е. они пытались вести себя также и в сфере воспитания;

- Mothers disposed mainly to *positive reassessment* of stressful situation better cooperated with their child and were more satisfied with their relationships. Thus it proves their more flexible position;

- Fathers who used *more often confrontation copying*, were more severe towards their child, less successive in growing up and demonstrated less adaptation of their child;

- Fathers who were ready to choose the strategies of *distancing, escaping, positive reassessment, planning the problem solving* cooperated with a child much less which confirms their low participation in growing up process;

- The *more* fathers used the strategies of *accepting responsibilities*, the *worse* they assessed emotional closeness with their child which testifies his/her emotional non acceptance from parents' side.

Thus fathers of the children with violations in their behaviour have been less involved in the growing up process or projected in this field their deconstructive copying style.

Subjective child's assessment of his/her parents attitude towards him/her supports these conclusions:

- In the families where Father used more often *confrontation copying*, children noted less often his confrontation with members of the family on educational matters, i.e. Father's authority in these issues was indisputable;

- Fathers who use constructive copying of *planning the problem solving* more often according to child's opinion have been more demanding;

- Fathers inclined for *looking for social support* according to child's opinion controlled him/her less;

- Mothers who use more often the strategies of *taking responsibilities and planning the problem solving*, according to child's opinion controlled him/her more and appeared to be more emotionally close to him/her;

- In the families where mothers were inclined to *confrontation copying and escaping* children noted better accord with her (i.e. such inconsequence in mother's behaviour gives the possibility for manipulating);

Thus it is obvious that parents' personal reactions under stress stipulate a lot the styles of family education and child's perception of his/her parents. The child has to "adapt" to their copying behaviour and system of demands. As for parents, they build their cooperation with a child according to their controlling mechanisms.

Mother's and Father's copying style is interconnected with controlling behaviour of maladapted child:

- Father's *Confrontation copying* promoted the use of the *externalization* strategy by a child – «cry to let the stress out»;

- An expressed tendency of a father *to look for social support* didn't lead to the choice of the strategies of *problem solving* – a child thought *much less* about «what he will do or say»;

- Fathers' use of the strategies of *taking responsibilities and planning the problem solving* led to the fact that children were much more «angry with themselves with things they should not have done», i.e. fathers' internal position was forming internalization with children;

- Focus on *positive reassessment* among fathers led to the formation of internalization among their children;

- When mothers demonstrated better *taking responsibilities*, their children showed *less distancing* – they seldom «say to themselves that it does not matter» or «that they do not care»;

- The expressed tendency of mothers to *positive reassessment* caused in a child the display of the strategies of *externalization* – «cry to let the stress out»;

- When mothers use *planning the problem solving*, their children *seldom* use *distancing* – «say to myself that it does not matter» and seldom think that «they can change the situation».

The results of this research let us make a conclusion that the pattern of child's copying behaviour is being formed under several factors among which the family processes take a leading role. In cognitive-behavioural approach every individual is taken as self-dependent as well as mutual family communications is seen as incentive and addition to the development of the other. «Social teaching» in this case is done according to parents' support of child's behaviour.

If we analyze a family based on systematic approach, we can realize the “symptomatic behaviour” of a family member as a result of deviations in the whole system of relationships. In this “symptom” is taken in family context, and then it turns out that “bad moments do not come to a person, but to families”. And “identified patient” is only a family's “scapegoat” who suffers for all of them which is pointed out by “behavioural patterns” of family members under stress. Studying copying behaviour of children with deviant behaviour proves in practice these points of view either on intramental or interpersonal levels: violated relationships with parents have formed child's inadequate reactions on stress where a parent's personality – in this case his copying style – turns to be a factor of internal, psychologically motivated conditions of child's development and adaptation (i.e. “as the child's life is, the same is its copying”).

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Social Psychology

Bazarov T.U., Bazarova C.T.

“Distributed leadership” phenomenon: social-psychological reflection of new situation

The subject of correlation between leadership and management is the classical one in social psychology. Recently, its deliberation has been viewed whether as scholastic or abstract discussion, or as a necessary tribute to history. The matter is that different authors had separate approaches in elaboration on the question of difference between these two phenomenons: somebody identified both of them equally, somebody exempted each of it, somebody insisted on the principle of supplement. (G.M. Andreeva, B.D. Parygin, R.L. Krichevskiy, E.M. Dubovskaia, F.Fiedler). But, at present day it is obviously the lack of existing guidance aimed at similarity and differences of the mentioned above phenomenons. The needs of contemporary management practice have been obtaining recently the features of project management, which demand new interpretation of prior regularity and research reflections on the new situation in the field of leadership and management.

Why does the leadership and management phenomenons arise scientific and practical interest along the history of communities organization? First of all, because of the fact, that in place where two or more people gather the phenomenon of leadership occurs [11]. Secondly, because people, who are in the same group can not be on the same level in relations towards each other [25]. The emergency of vast industrious undertakings possessing the key value for the whole states, the leaders of such enterprises were in the center of the research. The emergency of

management as an independent research subject, symbolized the shift of attention to the leaders of small organizations.

There exists different definition of leadership. Thus, B.D. Parygin defines leadership as one of the organization and management process of the small social group, facilitating the achievement of common goals in best terms and efficiency, being determined to dominant in the social based society [24]. From G. Blondel's point of view, leadership – means certain instruction of the direction on which, finally, the action is directed [6]. Other authors consider leadership to be the process of accidental, spontaneous leadership of the group by more authoritative members of it. The Canonical understanding of leadership can be applied as the most general definition, meaning the relations of domination and subordination, influence and abidance in the system of group interpersonal relations [26]. From R. Whole's point of view, the key characteristics of leadership is that this is a peculiar form of power, narrowly connected with the form of influence - and is the ability, based on the power, to invoke voluntary accordance of followers on a wide number if questions [16].

In many cases the process of social influence in which one person can attract the assistance and support of others is referred to as leadership [8]. To summarize the mentioned above definitions, it is essential to point out that the leadership and management consideration, each time indicates on the necessity to fix the existence of the following elements in research situation: leader (manager) and his performance, followers (subordinates) and their peculiarities, as well as “social context” (organization and its external milieu, which is the condition for exercising the studies phenomenon).

Leader and his peculiarities initially is the subject of social and psychological studies in frames of different schools and theories [2,20,27]. It is assumed, that individual leader characteristics are decisive for the successful fulfillment of the leaderships activities. The given assumption corresponds to the permanent need of the society and its separate organizations to

search for more successful leaders [7,19,29]. Despite, such an approach is pretty wide-spread, it remains the problematic possibility of establishing the certain list of universal manners, the accordance with which would signify the successful leadership [1,30].

The group of academicians (subordinates – in case of leadership) and its data is also viewed as the most important determinant in the successful leadership by a number of theorists. [10,25]. Moreover, the satisfaction by the group members is considered to be one of the basic criteria to define the leader's success [3,21]. The following group data belongs to the provided element: group cohesion, the level of group development, group values, norms and expectations, role division in group, system of interpersonal relations in group itself (including the cultural one). The forms of correlation of leader and a group as a process of leadership performance appears in Western and National Psychology in the form of leader's styles [22,32], leader's target behavior [18], various veins of exchange between leaders and their followers [14,21,28].

External conditions of group functioning, as an element of leadership phenomenon, being out of other elements do not include the features of social organization, in the context of which leader and its followers exist [5,24]. Both status and powers of leaders and group, the peculiarities of their goals and aims can be related to the external conditions. The goal achievement is traditionally considered to be the second most important criteria for successful leadership.

There is some research certifying that the mentioned above issue is inseparable.

The first attempt of such a kind was endeavored by F. Fiedler in "contingency leadership theory" [12], uniting the individual features (goal or relations oriented), situation characteristics (power position, structures of goals), as well as the relations in the system of "leader – subordinate" The importance of F. Fiedler's theory which lie in the leadership studies was broadly acclaimed by the academia. Thus, M.Chemers in his

leadership theory gives the separate characterization of “contingency theory” by F. Fiedler as “sole wandering” [8].

The interrelation of separate elements of process of leadership is also allocated in National social psychology. Thus, in B.D. Parygina's opinion, there are 3 basic steps for leadership differentiation [23]:

- by the maintenance of activity: the leader-inspirer offering the program of behavior; the leader-executor, the organizer of performance of already set program; the leader who is being simultaneously both the inspirer, and the organizer.

- by management style: authoritative, democratic elements of which and other style combining in.

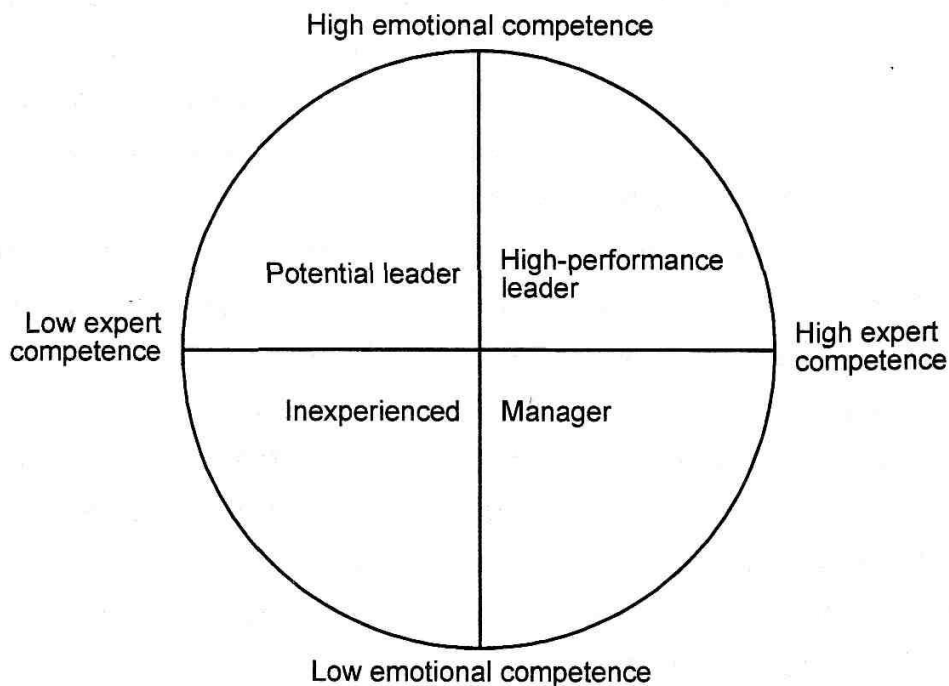
- by subject activity: universal, that is constantly showing the qualities of the leader, situational, that is showing qualities of the leader only in the certain, specialized situation.

J.N. Emeljanov allocates various leaders roles on the functional basis and realization. The leader-manager (coordinates activity), the leader-scheduler (develops methods and means of achievement of overall aims), the leader-politician (the leader-expert (a source of a trustworthy information), the leader as the representative of group in an environment (official), the leader as a regulator of attitudes inside of group (all establishes the purposes and the basic lines of conduct of group), the leader as a source of encouragements and punishments (the control over activity of group participants), the leader-arbitration as the judge and the peacemaker (settlement of relations inside of a group), the leader as a symbol of group (for interaction with other social groups), the leader as the factor cancelling an individual responsibility (it is important for members of group), the leader as a conductor of outlook (a source of group values and norms), the leader as the father (focus of positive emotions of collective), the leader as "escape goat"(a target for aggression from members of the group) [11]. Apparently from this list, the part of functions is imposed on the leader by «force of circumstances » or subordinates.

The major practice issues on which researchers in the field of leadership searched for the answer are:

- A problem of leadership efficiency what conditions provide success of leadership behaviour and as well as what the essence of concept "success" ("efficiency") consists of;
- A search problem of the effective leader, what conditions allow to predict precisely, that the concrete individual will successfully borrow a leadership position, and also will achieve a goal.

If the first problem in social and organizational psychology is resolved – so success criteria traditionally is considered as achieving a set goal by a group and satisfaction of group members [1,3,21] the problem of search of the effective leader still remains the key one. The instruction on the high importance of «situational factors» success of leadership activity (external conditions, characteristics of group, feature of interaction of the leader and group) the determinant of success of leadership does not remove, most likely, the necessity of the further research individual.



Pic. 1. Leadership development levels

Now, key and actual for the purposes of practical activities there is a question consisting how to select or "grow up" highly effective leaders who would embrace the features as the head, and the leader. The given problem is especially common for the large companies as the developed practice of purpose of candidates on a supervising position consists that parameters of selection of the most suitable candidate quite often does not meet the results of its work.

Why does this occur? Probably, it is connected with the fact that leaders are selected by knowledge, skills, practical experience in corresponding professional area. Thus, abundantly clear, that such approach most likely is partial since it is based on the representation that the effective management can be provided exclusively owing to expert competence of the person, making administrative the decision. However, system representation about management (since F.Fiedler's researches) not simply assumes presence of two types opposing each other competencies (expert and emotional) the head which not only are different poles of a scale, but also differ on a degree of expressiveness. At crossing these two scales, we receive four stages of development of the leader. Thus, we start to speak about the leader only in the top half of system of coordinates, i.e. at a high level of development of emotional competence. However, for the highly effective leader important simultaneous development as emotional and expert competence.

Emotional competence («emotional intelligence») is in detail investigated in works by Daniel Goleman which considers what exactly the high level of development of the given competence transforms usual leaders-heads into effective leaders [13]. Under emotional intelligence ability of the leader is meant to operate the emotions, and emotions of other people, skill to come into contact and to build attitudes with various types of people, to motivate them, to create «the general vision of the future». It is considered, that «the divided future» raises feeling of mutual trust in group and allows members of group to cope better with a wide spectrum both business (tool), and social (emotional) situations

[17]. Researches of parity between special knowledge and mental abilities of outstanding leaders, on the one hand, and their emotional intelligence with another, spent under direction of D.Goleman, have allowed revealing essential laws. In particular, about what a level of management there was a speech; value of emotional intelligence twice exceeded importance of all other components which are necessary for achievement of objects in view. By comparison of successful heads of the top echelon of management to their colleagues who have shown "average" results, it has appeared, that almost 90 % of individual distinctions concern elements of emotional intelligence, instead of cognitive abilities [13].

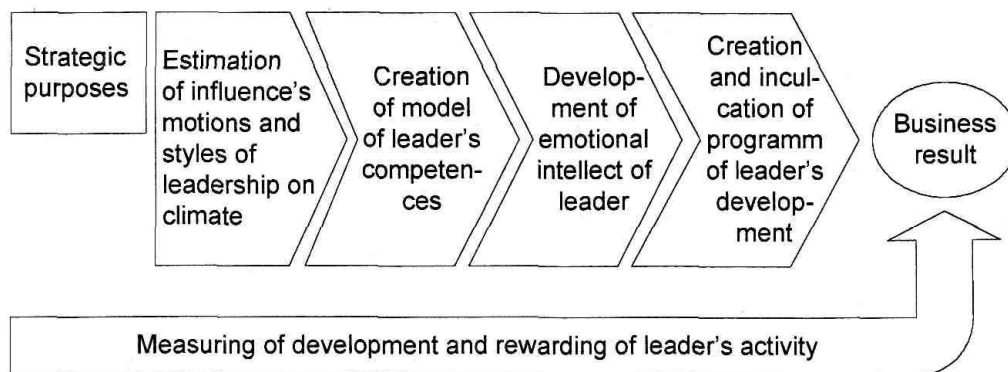
So, in what image it is possible to solve a problem of leadership in the modern organizations? First, by means of search and selection of candidates at which would be to the same extent well developed both tool, and emotional competence. Secondly, to develop data of competence. Thirdly, to create such commands in which performance leadership functions has not been concentrated on one leader, and it would be distributed between all participants of group activity.

It is possible to allocate what pluses and minuses in the first approach: unconditional plus is a presence at developed enough level necessary competencies. The minus consists that such professional is very complex for finding and it can cost very dearly. What actions undertake the companies, carrying out the given approach? Many successful organizations solve this problem, creating competencies models. They start with definition of the key moments of forthcoming activity and then interview workers with the purpose of comparison of the approach of successful and not so successful workers to execution of the duties. On results of such interviews come to light key the competence of the leader. Thus, in each concrete case the set of competencies of which the model will consist, depends on the organization and from what level of leadership is obviously necessary also sufficient. Generalization of available data (on materials of final works of listeners of a rate of professional

retraining faculty of psychology of the M.V. Lomonosov Moscow State University for 2002-2006) testifies that in the modern Russian organizations of competence model such elements as, as a rule, include conceptual thinking, skill to train and give precise feedback, talent to work in different groups and commands, skill effectively to operate organizational culture and internal political attitudes.

Realization of the second strategy connected with development of leadership potential of employees of the organization, is not in the last instance staticized in connection with a demographic situation in the country: decrease in birth rate and increase in a share of older persons in structure of the population [9]. Many companies, facing a problem of deficiency of the staff, start to realize, that the human resource becomes the important capital of the company. If earlier heads easily made a decision on staff dismissal, during last years the value of personnel has so increased, that a prominent aspect in management becomes training and development of the personnel. First of all is a concern to development of leaders inside of the organization due to which it and becomes effective. Therefore for the majority of the organizations begins crucial to understand, how to develop leader's qualities among the employees. Researches Hay Group convincingly testifies that the organizations which most successfully develop leadership inside of the organization start with of some basic elements in the approach to development of leaders. As shown in figure, all of them include following elements: an estimation of influence of motives and styles on an organizational climate, models competency, emotional intelligence, constant development and training, encouragement of employees by results of an estimation of activity.

The third strategy can be addressed as the distributed leadership. The phenomenon of the distributed leadership is quite often described through the characteristic of a situation when all members of group (command) are completely included in process of functioning and development and flexibly apply leadership



Pic. 2. Way of development for an effective leader

influence in style "necessarily". The distributed leadership includes processes of mutual influence among members of commands where the intermediary and the purpose of influence change depending on the nature of a concrete situation, and also opportunities a team member.

According to T.J. Bazarova's research and its pupils lead per 2005 on a material of sports commands (manuscript), as the key moment in realization of the distributed leadership division of authority acts. And the authority is interpreted not so much in sense of influence, how much in value of opportunities and a generality of a context. The first condition of the distributed leadership is the expansion of opportunities of everyone to carry out leadership functions. Following step to development of the distributed leadership is expansion of opportunities of all team members. In a situation of the distributed leadership team members should find an opportunity really use the conditions which are created by leaders in each concrete situation.

To be the leader means «to see and be in a context». It is important to catch a context during the necessary moment and through it to influence actions of other participants. To see opportunities in a situation and to realize them for others - the core that the situational leader does. In other words, to be the leader means "to see" (opportunities) and "to operate" (to realize them through others). In the given situation the leader chooses one from set of opportunities. It creates event, transferring management of a situation of another. The leader as though

speaks: «I have found, that it is necessary to do», and the others answer «Yes, we have understood. We are ready so to operate, we know, that from us it is required further». The leader can see 100 opportunities, but it chooses one (quite probably and the most simple) and gives the leadership by another which put a plan in action further.

T.U. Bazarov allocates five basic conditions of the distributed leadership:

1. Balance of power. It can not be that someone has the power and someone not.
2. The divided purpose. Members of a command can use different tactics, but build in them one context.
3. Division of the responsibility. Each member of a command is responsible for work of a command. Each member of a command accepts active participation in a common cause and is responsible for the individual contribution.
4. Respect for each member of a command. Each member of a command brings in valuable skills and knowledge.
5. Creation of opportunities where each can act for each other. Members of a command transfer each other a role of the leader according to requirements of the given moment. Everyone is ready both to be the soloist, and to act in a role of accompaniment in relation to the partner.

Development of the distributed leadership assumes constant effort from members of the command, directed on inclusion in lider's behavior (and influence on a command). Such price can be paid and won in following situations: when the context of a situation demands the wide mutual adaptation and support. The vivid example where the distributed leadership as a soccer team is necessary. Why is the distributed leadership so important in football? What distinctive features of problems at which there is a distributed leadership? In opinion of members of a group of authors, it is a question of those problems of joint activity which

are characterized by interdependence of participants, necessity to solve complex creative problems in the limited time interval.

The higher is the level of interdependence between tasks which are available for team members, the more is the necessity for development of the distributed leadership. In case of football, it is obvious, that removal of one player from a field conducts to reorganization of all game of a command. Interdependence in a command consisting of 11 people is an excessive problem for one leader. Here players are dependent from each other: protection against an attack and half-backs, each defender from other defender, attacking from another attacking, and the goalkeeper from protection. Interdependence is impossible without the effective organization of leadership.

The more is the problem facing the team faces is creative and original, the more is the necessity for distributed leadership development. The Soccer team solves set of creative problems for game. Football is often compared with chess. Such games as «football chess», «intellectual football» are not casually popular, where "players" (as chess players) solve for players on a virtual floor whom «to give a pass» and «how to be reconstructed», having an opportunity to think even more than day. And the most important, that "players" in a football chess decide what to do for each of the player, bearing in mind that one common decision to which they can subordinate each player in "field". Here, there is only the one leader the "player" as the God, in real football in order to solve creative tasks there must be many leaders.

The more a challenge above which the command works, the less possibly, that one member of a command can effectively conduct all command to its decision. Than more crucial the task for a command is represented, the importance of success more increases, the necessity for development of the distributed leadership is more shown.

Leadership is invariable accompanied by the responsibility. And it is frequent the responsibility lays down on shoulders of the leader. But only not in football! Here everyone is responsible for

result, the mistake of any player leads to loss, the success or a successful choice of strategy leads to a victory of all command.

The more urgent task is the more is the necessity for development of the distributed leadership. There are only 90 minutes and for this time all is solved «or anything». Situations and a mini-problem demand shares of second. At counterattacks while contenders had not time to be reconstructed, to the player with a ball, it is necessary to become the leader: quickly to choose the best opportunity and to make all for its execution.

In modern conditions a parity of concepts leadership and a management undergoes a number of changes. First, from modern heads display leader's qualities is expected. It is supposed, that success of a management is connected not only with a high level of knowledge of the leader of the organization in professional area, but also considerably depends on a level of development of emotional intelligence. Secondly, one of the basic problems with which the leader in a new situation collides, necessity of constant updating of programs of activity of the organization is. Activity of the modern leader is subject to serious tests: long-term programs which have demanded serious expenses, quite often appear senseless in a situation of sharp changes. Thirdly, the new situation assumes use of new forms of collective activity. In the organizations living in a changing world, the centralized management gives up the place to the distributed leadership representing to followers (subordinates) a necessary degree of freedom in a choice of ways of individual activity, under condition of achievement of the joint result corresponding set parameters.

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Chmikhova E.V., Bogoyavlenskaya D.B.

Scientific-practical videoconference “Intellectual potential of Russian society: condition and actual problems of issue”

Important modern Russian problems are progress of intellectual resources in our country and society's formulation, which founds on knowledge. Russia masters a model of general high education. Quantity of entering in the first course of university is more than quantity of school's graduates in Russia last three years. It's necessary to learning of condition of intellectual ability's development of schoolchildren and students and elaboration of psychological and pedagogical process.

Modern Humanitarian Academy (MHA) collects scientists and teachers for discussing of different problems, which connects educational process yearly in April. Meetings have between discipline approach to program's question. Scientific practical conference was in 27th of April in 2006, which devotes theoretic and practical aspects of learning intellectual potential of Russian society. Conference was into cities: Moscow and Saint Petersburg, which connects together from TV. Scientific collaborators and teachers of MHA, Psychological Institute RAO, MSU named by M.V. Lomonosov, Institute of person's brain RAS, Institute of social and economic problem of population RAS, SU. The highest school of Economy, Institute of natural science's history and technology RAS, Institute of Psychology named by L.S. Vugotskiy, RSHU, Tell-Aviv's University take part in the conference. Guests of conference were collaborators of Psychiatry “Villa Salus” from Italy, Representors of National committee “Intellectual resources of Russia, which executive

secretary is V.I. Panov and program's director of World Wide forum "Intellectual Russia" A.N. Gudkov. The Doctor of Biological Science, Professor S.A. Chepurnov; Doctor of Psychological Science A.L. Venger; Doctor of Psychological Science, Chairman of Moscow department Russian Psychological Society D.B. Bogoyavlenskya lead of the conference.

The director of MHA M.P.Karpenko and supervisor of Institute of person's brain RAS N.P. Behtereva make a greeting speech in the open sitting. M.P. Karpenko underlines importance and actuality of this topic. He pays our attention on this fact that wide issue have finished in MHA. Several thousands of people of different age, sex, place of registration were interrogating and they were giving interested results. Part of people with high abilities consists of only 10%. Talented people may study in bad conditions, but people with middle abilities, which consist of 70%, need perfect educational environment and individual approach to education. M.P. Karpenko underlines that they must take highest education to people with middle abilities and he will wish to learn cognitive neurology and educational psychology widely. N.P. Behtereva underlines that important surprisely and difficult in long period occupation have been start in her TV greeting speech. There is brain activity, where student educate. N.P. Behtereva notices that active working brain let at be clever and interested person in the deepest old age, so higher educational establishments make ready people to long years old.

Leaving speeches mean well-graunded problems of Russian intellectual potential issue and it's condition in this moment. I.V. Ysolzheva's report (MHA) opened the conference. In this report, results of learning intellectual potential's Russia represented, which does in MHA. Issue gave well-known fact for present time: MHA is original higher educational establishment (h.e.e.), which have many educational centers and department in Russia. Maximum quantity of result was brining in teenagers, because they find basis of intellectual potential in Russian future. N.I. Chyprikova's report (PI RAO) was about theoretic aspects of intellect, who paid our attention on modern person's knowledge

abruptly. So, it has “clipping thinking” or early specialization. But any progress should go in general quotient, to agree with general universal law of organic system of nature and society’s development. So, aim of intellectual development consists of big life experience and wide knowledge, but important to have a system.

It’s unreal, ability to intellectual creating without intellectual activity, but creating abilities don’t consist only of thinking. D.B. Bogoyavlenskya’s report (PI RAO) was about last results of intellect and creative ability’s problem. She proved that person decide problem mean for external aims or aim, so define fate of process. In the first case it’s torn, which problems solves. If cognition is aim, it developes. So, we see phenomena of activity’s movement, which goes out of limits. In go out of limits, in your mind, secret of high creative forms hides. What we name creative abilities are property of whole personality, which reflects interaction of cognitive and affective spheres in their unity, considered Bogoyavlenskya. A number of speakers were suggesting different methods of rising intellectual level of studying people. There were reports of E.L. Yakovleva, N.P. Lokalova (PI RAO) and A.L. Venger (MHA). Today’s students will live in other age’s society. V.G. Dobrohleb’s report (ISEPN) was about intellectual potential of old age in Russian Federation. We know that education go on giving new knowledge and skills. Old people was adapting successfully to old process. L.M. Kachalova (MHA) represented to conference participants, film about person, who begins to studying computer and giving higher lawyer’s establishment (MHA) in 81 years old. Hero of that film (G.P. Miloradov) was in the conference. A.N. Lebedev (HU-VShE) suggest theory of personal abilities and intellectual opportunities’ mark. Conference went on direct ether from Saint Petersburg. S.G. Dankov underlined main specialization of issue: “We try to underline mechanisms of brain’s work in big or small creative activity for maximum influencing factors” in report “Psychophysiological issues of creative thinking: dynamics’ EEG and local brain’s bleeding”, which worked scientist’s collective of

Institute brain's person on the head of N.P. Behtereva. There was a discussion between Moscow and Saint Petersburg with Italian guests in report's fishing. P. Pinelly and his colleges (PI "Villa Salus", Italy) acquainted publics with method, lets on revealing early disabilities of brain's cognitive functions on only stage of development.

U.P. Lezhnina (MHA) represented report to listeners about intellectual potential region influences on it's social an economical indexes. I.V. Bogdanov's report (MHA) finished conference. In this report, he told that system of mass testing students was mechanism of quality educational management in h.e.e. He suggested to compare h.e.e. each other on changing dynamics, which was in intellectual sphere of graduates.

D.B. Bogoyavlenskya paid our attention on whole many reports were interested, productive and different in last speech. They answered in one enternal question, which asked Petrarka: "Who are we? Where are we going?" Psychological social and economic issues answered on the question: "What we may do? Where and how should go country's development?" So, we together are scientists, who civil duty, when we answer an actual and modern for today question.

Critique and Bibliography

Gribanov N.I., Gerasimov O.V.

Review on the book of G.V. Akopov “*Problem of consciousness in Russian psychology*”

Problem of consciousness is central problem of personal scientific knowledge. Consciousness, its essence, origin, mechanisms of function are secret for scientists (psychologists, philosophers, sociologists). It's actually for crisis of Russian humanitarian knowledge, in detail psychological. Author follows into psychological branch of science and gets over private approach. G.V. Akopov's book is a good example of approach between philosophical and psychological issue. It is important because philosophy and psychology speak about consciousness in different languages, so they do not understand each other in many cases. Author tries to get over one side of methodological approaches in Russian psychology to the problem of consciousness, which connects peculiarity of philosophy and building its basis psychological science. It is not meaning break of Russian traditional science. Opposite that, author considered that A.N. Leontev said: “consciousness was opening by L.S. Vugotskiy for psychology is object of concrete scientific education”.

Author characterizes modern condition of Russian science about consciousness, which superfluous methodological traditions, what falls into crisis. The positive way of this situation should become formulation new Russian knowledge in consciousness. Premise for that should become “pause of sum up”. Its main aim of G.V. Akopov's work. Its successful attempt to connect theoretic branch of Russian philosophy and psychology for

consciousness' problem. But sum up is no enumeration of conceptions and ideas. It's bulding of start's positions of new scientific programme. G.V. Akopov considered that consiusness do not disappear or change.

Problems of issue define it's structure. Monography may share into two parts. The first problem speaks about theoretic problems. The second speaks about concrete applied aspects of consiusness' problem.

Author picks out importance of issue between disciplines. So, he pays special attention not only on psychological conception of consiusness by L.S. Vugotskiy, A.N. Leontev, S.L. Rubenshtein and others, but to philosophical and psychological conception by M.K. Mamardashvili, V.I. Molchanov, G.G. Shpet and M.M. Bahtin. He said: "It's very important to share aspects of psychological development from philosophical ideas and artificial philosophical affections" (p. 13). So, solving last dogmatism is not influence on philosophy's separation from psychological science. However, we should remember that a lot of aspects of solving consciousness' problems don't abolish necessary to learning consiusness in special psychic's phenomena.

G.V. Akopov underlines problem of consiusness' definition. Analysis of literature exposes lack of general definition. Many attempts do not satisfied because they have not special quality and characteristic of consiusness. Author agrees with Petrovskiy's definition, which more corrective of scientific logic's positions. The most perspective way of consiusness' definition across psychic's processes, which consists of their structure. We may agree with author, who tells that key's structure of consiusness is free will, where free understand not only necessary, but personal creative life (social relationships and cultural peace). G.V. Akopov belongs to tradition of consiusness learning, which considered it's life in social reality' context. Issue of consiusness' structure finishes writing of their functions and properties. Author underlines traditional and innovational models of consiusness' structure and discourse of polyphony.

In the second part of work, author gets from learning of theoretic questions to concrete consciousness' problem, where he considers consciousness forms and levels, interaction of consciousness and reflexion, consciousness and language. Author's analysis is not scholastic theory because difficult theoretic questions connect to practice problems, for example, pedagogical. Author leans on empirical issues of professional, educational student's consciousness. Researching questions about consciousness' formation in monography leans on empirical material of sex and age psychology.

Special interest shows work's chapter, which connects to problem of mentality. Author underlines necessary of mentality's learning not only in psychology, but in other humanitarian disciplines, for example, history. Author learns problem of provincial mentality in Russia. G.V. Akop[ov is one of founders regional scientific school. To thank him, four international conferences "Provincial Russian mentality in Past, Present and Future" was conducting successfully. It's showing that author offers productional approach and methodological principles.

Education of consciousness' changing and disabilities finish analysis of consciousness' problem in psychology.

In whole, author's conception realizes successfully. G.V. Akopov presents basis of consciousness' science, it's achievements, trying to gets over one side of methodological approaches. We will hope that author will found basis of new knowledge in learning of consciousness; problem ("Russian platform"). This work is pattern of philosophical and psychological synthesis of scientific knowledge.

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