

# Psychological Science and Practice: State of the Art

Collected Papers

**Psychological science and practice:  
State of the Art**

**Collected Papers**

**Chicago, 2017**

## **Psychological Science and Pracrice: State of the Art**

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The collected papers present theoretical, experimental and practical studies made by Russian, Ukrainian and Bulgarian specialists. The materials speak about relevant issues of general psychology, history of psychology, psychology of personality, psychophysiology, educational psychology, social psychology, legal psychology, developmental psychology.

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***CURRENT ISSUES OF PSYCHOLOGICAL  
SCIENCE AND PRACTICE***

**I.V. Antonenko, I.N. Karitsky, A.A. Kostrigin**

Modern psychology develops in all directions: theory and practice, historical-methodological and experimental research. Without claiming the completeness of the presentation of today's psychological research, we are pleased to present a collection of articles by authors from various fields of psychology.

Section "General Psychology" is represented by the following materials:

- V.V. Kozlov "Strategic implications for experimental study of connected breathing";
- V.A. Mazilov "On way to new understanding of subject matter of psychology";
- Yu.N. Slepko "Language of science as means of integrating of psychological knowledge".

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The section "Psychology of personality" is presented in the articles:

- I.V. Kalinin "Potential of mathematical metaphor for interpretation of personal meaning as mechanism of crisis of person";
- D.M. Ramendik "Complex of individual features of adult as means of adaptation and self-realization";
- V.V. Timokhin, K.A. Morozova "Comparison of different approaches to diagnosis of national and ethnic identity".

Historical and psychological research was presented by the following authors:

- A.A. Kostrigin "Russian speculative and introspective psychology in 19th - early 20th centuries";
- V.A. Mazilov "M. Rogovin as outstanding methodologist of psychology";
- M.D. Nyagolova "Notion of subject in psychological concept of Henri Wallon";
- N.Yu. Stoyukhina "Periodization of psychology of impact in Soviet psychotechnics in 1920-1930s".

Psychophysiological problems are represented by V.V. Timokhin and A.V. Rummyantseva "Diagnostic of main characteristics of nervous system - comparison of methods".

A wide range of issues was discussed in the section "Social psychology":

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- V.S. Agapov, A.Yu. Davydova, N.N. Shentseva “Characteristics of disabled person`s achievement motivation”;
- I.V. Antonenko “Trust as personal competence”;
- E.V. Bakshutova “Socio-cognitive practices of grouping of cyberintelligentsia”;
- N.V. Kalinina “Fashion as factor of social adaptation of youth”;
- I.N. Karitsky “Psychological practices in innovative processes”;
- T.M. Khusyainov “Problem of perceiving of e-work in society”;
- V.V. Kolosova “Value orientations of personality as psychological mechanisms of professional socialization”;
- T.P. Skripkina “Basic concept of reliable personality”;
- S.V. Zorina “Workaholic: perfect, awful or doesn't matter?”.

Among legal and psychological problems these ones were considered:

- L.F. Chuprov “Study and diagnostics in forensic-psychological expertise”;
- A.V. Mantikova “Experimental-psychological diagnostics of value-need sphere of personality at forensic-psychological expertise”.

Psychological and pedagogical problems were raised in the article I.V. Lopatkova « Artistic field of self-actualization as technology for emergence of identity of students of humanities institutions”.

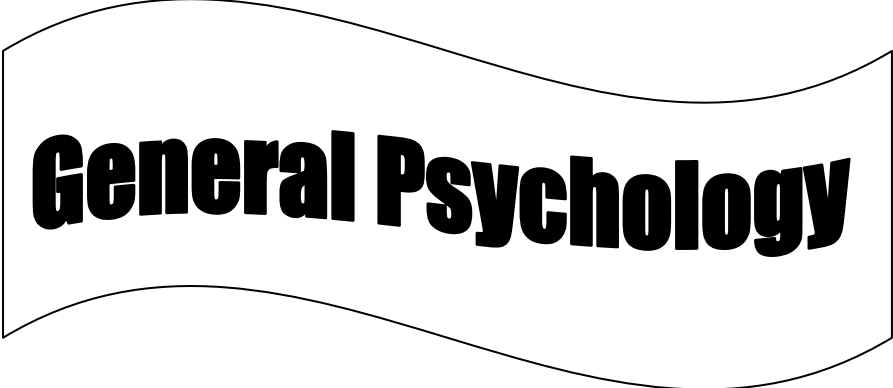
Finally, the articles of O.A. Belobrykina “Experience of expert

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position teaching of students-psychologists” and L.P. Zhuravlyova, N.I. Basmanova “Features of development of ecological consciousness in adulthood” deal with the themes of developmental psychology and acmeology.

Obviously, along with so many discussed topics on the pages of our collection, nevertheless, many other issues are left out, the coverage of which we plan to make in the next issues.

*Enjoy your reading and new ideas!*



**General Psychology**

*STRATEGIC IMPLICATIONS FOR EXPERIMENTAL  
STUDY OF CONNECTED BREATHING*



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Despite this, we hope that the practices of connected breathing (Holotropic breathing, DMD) will find their supporters. At the same time we clearly imagine that customers, who can invest energy in the process of changing states of consciousness, are still quite rare. It is easier to swallow a glass of vodka, or prick dose of heroin, or, in extreme cases, to play roulette. Nevertheless, the inner experience of the author of the book and experience of tens of thousands of processes of respiration show that this method of meeting the requirements of altered states of consciousness is much more fruitful, and gracious. The author conducted 800 training with a connected breathing with the participation of about 32000 people in many countries.

Studies, conducted over the past 25 years can afford to make some important strategical conclusions for the use of induced ASC connected breath of physiological and neuropsychological studies.

1. Sessions of connected breathing can not hurt human's health.
2. The human body has a powerful protective mechanism that prevents the progression of hypocapnia, the inclusion of which is connected from the first minutes of breath, reaches a maximum efficiency of 10-15 minutes and is maintained at this level during the entire time.
3. Joining the ASC is most possible in the first 10-15 minutes of a connected breathing session before the "separation" of the external respiration and blood circulation.

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4. The most productive and efficient states among the extended states of consciousness induced by a connected breathing, are those which have neuropsychological characteristics of the "REM". The analog of this condition is very familiar to everyone, it is "prosonochnoe" state. The main characteristic of this condition is "the presence in two worlds simultaneously - in the here and now, as well as emotionally experienced figurative mental spaces, which are the product of spontaneous activity of consciousness by itself.

5. The basic presupposition of stimulation and appearance of ASC in the processes of connected breathing is the psychological factor - forming of expectations' system of the client, of deep level of relaxation and trance, but with the continued presence of consciousness to an active start producing.

6. Breathing sessions promote to an overall energizing of personality and improve physical performance. Researches show, that resource vital potentiality can be used by personality in all kinds of activity.

7. Processes of connected breathing have regenerative efficiency in 1,5-2 times higher than the usual sleep and can be recommended as a method of rapid resuscitation of the vital energy of human beings in time constraints and the high energy loss (hard physical, intellectual, emotional loading).

8. An additional prerequisite for the induction of ASC in the processes of connected breathing is a partial deprivation (lack of)



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night's sleep and a partial food deprivation (fasting).

9. Breathwork is one of the effective ways of correction and optimization of functional status not only the body, but also the higher functions of the CNS, especially the mechanism of memory.

To research the psychological influence of connected breathing and induced an expanded state of consciousness on the individual and the group we used a multilevel systemic analysis.

The studies were conducted in different regions of the former USSR and abroad. We will not describe in details the sample and research tools, as well as result in statistical methods of processing the results. The scientific validity, representativeness, reliability and validity, credibility - they were tested by the leading experts and dissertation councils of Russia.

We present the findings of these studies in the compressed form.

1. The connected breathing has mainly a positive influence on the rate of sensomotor reactions, as well as on the characteristics of voluntary attention and short-term memory. The most typical changes in the properties of voluntary attention occur after 10 minutes of entering the ESC.

2. Immersion into the ESC has a positive influence on such integrative indicators as: activism, health, mood, and cheerfulness and efficiency.

3. Dive into the ESC has a selective effect on various personality

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traits. Personal characteristics that are most sensitive to immersion in ESC: anxiety, self-value, self-confidence, inner conflict by self-incrimination, the need for achievement, internal honesty.

4. Connected breathing trainings affect to self-identity in the aspect of improvement.

5. Most sensitive to the effects of training are such ethical standards as: compassion, carelessness, thoughtfulness, being easily carried away, empathy.

6. Under the influence of connected breathing training participants' representations of the ideal standard of quality people are being changed, as well as representations of themselves.

7. Trainings in connected breathing lead to changes in the way "I", significantly different from changes in the way "I" of people who was not in the process of respiration.

8. Due to training, changes in the way "I" are stable in time.

9. The most typical and persistent changes in the way "I", associated with training on integrative-psy - were the following: reduction of straight-aggressive tendencies, an increase in responsibility, generous and collaborating and conventional trends.

10. Under the influence of training with connected breathing decreases the level of loneliness, therefore, they are applicable to correction of elevated levels of loneliness.

11. Training has a significant impact on the dynamics of reactive and personal anxiety, namely, anxiety is reduced.

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12. ESC have the potential induction of creative resource states of personality, help better realize their creative potential, learn how to control the body and the energy potential in the better way.

13. Studies point a potential for an active social life, increases the desire to cooperate with people, increasing the capacity for empathy, reduce aggressive tendencies, reduce the reluctance to adapt to the social environment, neuron-psychological stress, ability to effectively make a choice when it is required.

14. Trainings promote stress tolerance of personality, they help to maintain clarity of thought even in conflict situations, restore emotional balance quickly, to become more independent from external influences, to accept people and situations for what they are, feel the joy of communicating with people.

15. Using of connected breathing influences positively on the process of correction accentuations and neuroses, and can be used effectively in working with addicts: drug addicts, alcoholics, customers with food addiction, Gambler.

16. ESC with using of connected breathing has a specific phenomenology:

- at the level of motor responses: spontaneous, complex coordinated movements, complex actions;
- At the level of sensory areas of specific stimulation of different modalities: kinesthetic, gustatory, olfactory, auditory, visual. A special place is occupied by the energy sensations that we can not assign as a specific modality.

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17. Using of connected breathing in training contribute to the rapid integration of group, also it can be applied for the quickening of group dynamics, cohesion in the forming of teams for different purposes.

18. Dive into the RCC help to set a transfer between team members and leader, which focuses on positive polarity.

19. Socio-psychological method of using integrative Psy is adequate to work effectively with the crisis of personality. Practices of using a connected breath showed particular efficiency in the rehabilitation of members of local wars (Afghanistan, Chechnya, Israel), the effects of emergencies.

20. Using the connected breath is directed to the psychic apparatus person, a system of cognitive processes, body, personal constructs totally, it uses the underlying human resources and its ability to self-integration and transformation.

***ON WAY TO NEW UNDERSTANDING OF SUBJECT  
OF PSYCHOLOGY***



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The history of psychology is the history of the search for the subject of psychology. View of the history of psychology as the acquisition of science by its true subject is the legitimate one, in our opinion. Psychology had a "difficult childhood", now it is the time of its formation. A truly fundamental science of psychology will be when it begins to consider the psyche in its full extent. To do this, we must abandon the alien paradigms (natural or humanistic) that interfere with the development of psychology and recognize that the psyche is a unique scientific object and subject to which the methods of cognition developed in other sciences are hardly applicable to the fullest extent. An indirect indicator that psychology deals with a "special case" is the relationship between psychology and the philosophy of science: psychologists try to use the development of the philosophy of science and put them at the service of their own science, but, to be honest, without major success. In turn, philosophers of science prefer to develop their theories on the basis of natural science. It seems that the specifics of psychology haven't been fully revealed yet. It is shown that psychology as the science has significant differences from the natural and sociohumanitarian sciences, therefore the theories developed within the framework of the philosophy of science on "psychological space" do not work very efficiently (Mazilov, 2015, 2016).

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Let's say a few words about the subject of psychology. Theoretical analysis of the subject assumes, first of all, the identification of the functions that the subject of psychological science must fulfill, as well as its main characteristics. It seems that we can talk about the following functions (Mazilov, 2006):

1. Constitution of science. It is the concept of the object of science that makes the existence of some area of knowledge possible as an independent scientific discipline, independent and distinct from others.

2. Ensuring the work of the "subject machine". It means that the subject must provide the possibility of movement in the subject field of psychological science and, due to intrasubject correlations and research procedures, produce growth in subject knowledge.

3. Provision of the function of a substantive "operational table" (M. Foucault), which would really allow to correlate the results of studies carried out in different approaches and schools.

4. Didactic function associated with the construction of the content of educational subjects.

We call the main characteristics of the subject (Mazilov, 2006):

1. The subject must exist realistically, should not be "artificially" constructed (in order to be the subject of science in the true sense of the word), i.e. it must not be a property of some other subjects, but a psychic reality must be explored (in other words, the subject must have an ontological status).

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2. The subject must be internally complex enough to contain the essential, allowing one to reveal its own laws of existence and development, and not to reduce the inherently simple psychic to something extra, thereby providing a reduction of the mental.

3. The understanding of the subject must be such as to allow the development of the science of psychology by its own logic, without reducing the unfolding of psychological contents to an alien psychology of the logic of natural or hermeneutic knowledge.

It seems obvious that the realization of these functions requires not a formal definition of the subject as an idea, but a cumulative content - what we call the aggregate subject. In our opinion, it is expedient to consider the inner world of the person as the subject of scientific psychology. Here we emphasize that the priority in developing the problem of the inner world as a psychological education in the modern Russian history of psychology belongs to V.D. Shadrikov (Shadrikov, 2006). He also proposed to consider the inner world as a concrete filling of the concept of the subject of psychology (Shadrikov, 2004). To consider the inner world of person as the subject of psychology we also offer in the textbook "General Psychology" (Mazilov, 2002).

The textbook was prepared and published for psychologists and students of humanitarian fields and specialties (Shadrikov, Mazilov, 2015). In preparing this textbook, the new understanding of



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the subject of psychology as the inner world of man was used. It is especially worth emphasizing that this presentation of the understanding of the subject seems quite constructive. In the textbook, the subject "inner world of man" is not only declared, but also maximally explicated: from didactic considerations the inner architectonics of the subject is fully represented.

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***LANGUAGE OF SCIENCE AS MEANS OF INTEGRATING  
OF PSYCHOLOGICAL KNOWLEDGE***



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Solving the problem of integrating psychological knowledge is associated with the development and solution of other key methodological problems of psychology - the subject matter of science, its method, the explanation of psychological knowledge and many others. Meanwhile, through each problem, the phenomenon of the language of psychological knowledge passes through a red thread, which can be treated multivalently. The language of psychology as a scientific discipline can be broadly interpreted as "special linguistic systems through which researchers organize the knowledge they produce and translate the information they receive in a professional environment" (Gusev, 2009, p. 1197). In accordance with this understanding of the language of psychology, a list of problems arises, the solution of which will make it possible to develop productively the problem of integrating psychological knowledge.

Language systems of psychology include both a terminological apparatus and an apparatus for understanding terms and concepts. The resulting contradictions between them lead to a multivalued use of terms, concepts, which ultimately leads to a mismatch in the understanding of psychological phenomena.

The synthetic character of psychology as a science that arose at the junction of philosophy and physiology created a situation in which the language of the humanities and natural sciences is used to

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explain the phenomena (Mazilov, 2007). They, in turn, have their own language systems, the uncritical synthesis of which leads to ambiguity and unproductive understanding of the subject matter of psychology proper.

The prognostic function of psychology also depends on the linguistic systems of the humanities and natural sciences used in it. The application of natural science ideas of the connection of psychological phenomena in the form of linear and nonlinear dependences, one- and multifactorial causalities, etc., leads to the notion of psychological knowledge to knowledge of the physical, psychophysiological one (Piaget, 1966). As a result, it makes it difficult (if not depriving) the opportunity to explain "psychologica - psychological" (Eduard Spranger).

The translation of psychological knowledge into a professional environment differs from its transfer to the general public. On this transition, often there are not only contradictions between the terms of the scientific and everyday language, but also between different ways of understanding it. As a consequence, the effectiveness of psychological practice is significantly reduced.

The development of these and a number of other problems of the language of psychology will allow us to approach the problem of integrating not only psychological knowledge, but also the psychological community.

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**PSYCHOLOGY OF PERSONALITY**

***POTENTIAL OF MATHEMATICAL METAPHOR FOR  
INTERPRETATION OF PERSONAL MEANING AS  
MECHANISM OF CRISIS OF PERSON***



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The appeal to the possibilities of the mathematical apparatus is confronted with a certain degree of skepticism on the side of a significant part of the representatives of humanitarian knowledge. However, psychology is aware of both episodic discussions about the correctness of the application of formulas to the psychological realities that arose within the framework of Soviet psychology with respect to the information theory of emotions (Simonov, 1966; Dodonov, 1983), and: the approach to mathematical modeling of conscience, conflict structures, "Human formulas" (Lefevr, 2003); And claims for the role of an independent psychological discipline of "Mathematical Psychology" (Savchenko, Golovina, 2014); the original presentation of F.E. Vasilyuk on the possibility of describing the mechanism of limiting experiences through a mathematical fraction (Vasiljuk, 1984, 2005). And this is not a complete list.

And although the author of this article also pointed out the usefulness of this step (Kalinin, 2003), the appeal of additional attention to the heuristic value of mathematical metaphor is applicable to the problem of psychological crisis through the prism of the concept of "personal meaning" (hereinafter PM) of A.N. Leontiev, it seems far from superfluous. This can be expressed very succinctly as follows.

1. A mathematical metaphor can be used as an auxiliary construct for further creative interpretation of the formulation of PM by



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A.N. Leontiev as "the relationship of the motive of activity to the goal of action". In this case, it is necessary to observe 3 conditions:

a) considering "the ratio of" motive to goal" in the form of a mathematical fraction, where the motive is in its numerator, and the goal - in the denominator;

b) taking into account elementary rules: it is impossible to divide by zero, and therefore neither the numerator nor the denominator should have a zero value;

c) the definition of the psychological essence of zero in relation to the concepts "motive" and "goal" and filling them with an adequate psychological sense.

2. The crisis state of the person based on psychological mechanisms can be understood as a temporary period of human experience, within which there is a rapid process of "zeroing" (aspiration to the zero reference point) of any parameter of the motivational and / or target component of PM in relation to specific value that is significant for the person;

3. Zero in the psychological sense can be understood as:

a) a certain designation for the absence of a certain quantity of the measured value of the motive (or purpose);

b) the disappearance of any particular motive (goal);

c) a certain boundary area of transition of one function to another, where its sign is uncertain;

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d) equilibrium point of the "n-th" number of forces: either motives, either goals, or both those and others taken together.

Further development of thought in this direction requires consideration not only of null values of motives and goals filled with adequate psychological sense, but also discussion of the problem of "PM of large and low intensity". Partially this work has already been carried out by us in the framework of the relevant publications (Kalinin, 2003).

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***COMPLEX OF INDIVIDUAL FEATURES OF ADULT  
AS MEANS OF ADAPTATION AND SELF-  
REALIZATION***



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It is well known L.S. Vygotsky's position that higher mental functions are specific "tools" for purposeful activity. But any tools are effective only with a balanced systemic complex application.

The purpose of the pilot study is to reveal systemic interconnections of cognitive and individual properties that contribute to the successful professional adaptation and self-realization of an adult. The study involved 120 graduate students, biologists and psychologists. They passed a comprehensive psychological examination, including: 10 standard questionnaires of personality and motivation (Shmelyov, 2002), 2 projective tests, tests for intelligence, attention and various types of memory. According to expert assessments of the teachers 20 strongest and weakest students were identified. The data obtained were subjected to statistical processing.

It was shown that for none of the factors taken in isolation, a group of successful students statistically does not differ from a group of unsuccessful students. Successful students did not excel unsuccessful ones by attention, memory, intellect, motivation or any individual characteristics.

With the help of cluster analysis, three blocks of individual features were identified, within which there were close links. These blocks (clusters) by general content were close to the individual factors of the five-factor model (Costa, 2000). They were identified by

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the NEO PI-R questionnaire: "active", "social" and "self control" factor. But the specific content of clusters was different for groups of strong and weak students. In the group of strong students, the interconnections between the properties of individuality, which are described in most of the works devoted to these issues, were identified mainly (Shmelyov, 2002, Strelau, 1999). In other words, in this group, people with a strong central nervous system (CNS) were emotionally stable, workable, stress-oriented extroverts with the orientation on communication; People with a foible CNS were introvert, less workable and stress-resistant with the orientation on themselves and on the matter, etc. The results of projective tests showed no signs of high anxiety or association, and generally did not contradict the data of the questionnaires. Such harmonious complexes of various individual properties provided the conditions for the successful adaptation and self-realization of man.

In the group of weak students, the content and structure of the clusters were somewhat different. There were discrepancies between indicators of efficiency, emotionality and communication skills. In this group there were extroverts with a weak CNS and introvert with a strong CNS, or introverts with a focus on communication, etc. The results of projective tests indicated greater anxiety and more personal problems than could be expected from the results of the questionnaires. This non-optimal interaction of individual factors made

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it difficult to adapt and self-actualize in educational and professional activities.

Thus, from our experimental data it follows that the success of students and the possibility of effective self-realization was determined not by the development of individual cognitive, communicative or personal properties, but by their systemic interaction.

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***COMPARISON OF DIFFERENT APPROACHES TO  
DIAGNOSIS OF NATIONAL AND ETHNIC IDENTITY***



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There are two approaches to the description and identification of a national (ethnic) identity in psychology.

According to one approach, confrontational one, ethnic

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identification occurs exclusively with the ethnonym, and is assessed by the level of tolerance to representatives of one's own or another ethnic group (Soldatova, 1998).

In another approach, ethnofunctional one (Sukharev, 2008), ethnic identity is seen as a component of ethnoid — system of human relations to various external and internal ethnic features. This concept seems to us more instrumental, because on the basis of the evaluation of the unique ethnoid of each person, it is possible to evaluate the general adaptation to the natural and cultural environment of residence (ethno-environment), emigration intentions, the level of development of regional patriotism and much more.

An empirical study has shown that the results of the diagnosis of ethnic identity, conducted within the framework of the two presented approaches, partially coincide with each other, and partly contradict each other.

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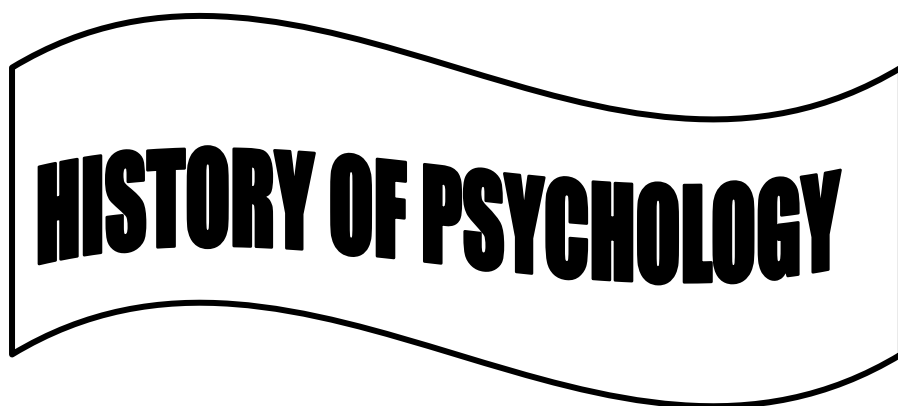
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**HISTORY OF PSYCHOLOGY**

***RUSSIAN SPECULATIVE AND  
INTROSPECTIVE PSYCHOLOGY IN 19TH -  
EARLY 20TH CENTURIES***



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One of the most important problems in studying the history of Russian psychology is the classification of its directions in the late 19th and early 20th centuries. An analysis of the views of contemporary researchers in the field of the history of psychology in relation to the structure of psychology in Russia in this period shows that, despite the wide disparity in the grounds and names of directions, two groups of research approaches can be derived with some reservations.

The first group is the division of psychology into "idealistic" and "materialistic". This approach is presented only in the Soviet history of psychology (Ananiev, 1947; Budilova, 1960). In part, such a dichotomy explains some dominance of one or another philosophical position among representatives of one or another direction, but it significantly confuses understanding. This classification is not sensitive to the concepts that were at the junction of these philosophical positions, it is not sensitive to the methods used by scientists (for example, G.I. Chelpanov).

Another major group of classifications is that where religious-philosophical (idealistic, philosophical, spiritual-moral), empirical (introspective-psychological) and experimental (natural-scientific, materialistic) psychology are distinguished (V.A. Koltsova, O.A. Artemyeva, V.V. Anshakova, A.N. Zhdan, A.R. Batyrshina,

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partly T.D. Martsinkovskaya, M.S. Guseltseva, E.V. Levchenko) (Artemieva, 2012; Koltsova, 1997).

Having, of course, many advantages, nevertheless, the lack of this approach is the incorrect division of scientists between empirical and religious-philosophical directions: very often those who are classified as religious-philosophical psychologists can be referred to empiricists - from their texts it becomes clear what the positions of "true" empiricists (according to classifications of historians of psychology), both philosophers and theologians are very similar. This can be explained by the generality of the method of studying mental phenomena.

All the problems voiced are connected with insufficient clarification of the methodology (method and subject matter of research), attention to which today is drawn (Mazilov, 2014). The author offers his own classification of directions in psychology in Russia in the XIX - early XX centuries, based on the dominant method of obtaining psychological knowledge (speculation, introspection, experiment and measurement): speculative psychology, introspective psychology and experimental psychology. In the article, the author considers in detail only speculative and introspective psychology, since concerning these directions, their representatives, concepts, as well as the methods themselves (speculation and introspection), there is the greatest uncertainty and ambiguity. In each direction, two



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vectors are identified, corresponding to a certain conception of the nature of the subject matter of psychology: substantive psychology (the soul as an independent substance) and functional psychology (the psyche as a function of the brain and the nervous system). In the final form, the classification is as follows: 1) speculative substantive psychology and speculative functional psychology; 2) introspective substantive psychology and introspective functional psychology; 3) experimental substantial psychology and experimental functional psychology (Kostrigin, Stoyukhina, 2016; Mazilov, Kostrigin, 2016; Stoyukhina, 2014).

Initially setting a task in our work to consider only speculative and introspective psychology, let us name some representatives of these directions.

### Speculative Psychology:

A) Functional: N.G. Chernyshevsky, M.A. Antonovich, P.N. Tkachev (and others).

B) Substantial: P.S. Avsenev, Antony (Khrapovitsky), S.P. Avtokratov, N.A. Berdyaev, A.A. Bogdanov, N.M. Bogolyubov, B.P. Vysheslavtsev, Archimandrite Gavriil, A.I. Galich, A.K. Gilyarevsky, F.A. Golubinsky, P. Zagorsky, F.F. Zelinsky, V.V. Zenkovsky, I.A. Ilyin, V.N. Karpov, A.A. Kozlov, V.P. Kudryavtsev-Platonov, V.I. Kutnevich, PL Lavrov, I.I. Lapshin, Pl. Linitzky, N.O. Lossky, O.M. Novitsky, V.V. Rozanov,

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F.F. Sidonsky, V.A. Snegirev, V.S. Soloviev, G.E. Struve, M.M. Tareev, E.N. Trubetskoi, S.N. Trubetskoi, S.L. Frank, I.P. Chetverikov, L.I. Shestov (and others).

Introspective psychology:

A) Functional: N.G. Chernyshevsky, M.A. Antonovich, P.N. Tkachev (and others).

B) Substantial: P.S. Avsenev (architect Feofan), S.P. Avtokratov, Yu.A. Aikhenwald, Antony (Khrapovitsky), A.P. Aristov, Archimandrite Gavriil, A.I. Galich, A.I. Vvedensky, M.I. Vladislavlev, B.P. Vysheslavtsev, A.K. Gilyarevsky, I.M. Gobchansky, S.S. Gogotsky, M.S. Grigorevsky, N.Ya. Grot, N.G. Debolsky, P. Zagorsky, F.A. Zelenogorsky, F.F., Zelinsky, V.V. Zenkovsky, N.A. Zubovsky, V.N. Ivanovsky, I.A. Ilyin, K.D. Kavelin, A.A. Kozlov, P.L. Lavrov, I.I. Lapshin, LM Lopatin, N.O. Lossky, O.M. Novitsky, L.I. Petrazhitsky, V.V. Rozanov, L. Salome, V.A. Snegirev, G.E. Struve, M.M. Troitsky, S.N. Trubetskoi, S.L. Frank, I.P. Chetverikov, A.I. Shpakovsky, G.G. Shpet, PD Yurkevich (and others).

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*M. ROGOVIN AS OUTSTANDING  
METHODOLOGIST OF PSYCHOLOGY*



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M.S. Rogovin (1921-1993) is a famous domestic psychologist, PhD in Psychology and professor. There are many articles devoted to M.S. Rogovin as a psychologist (Mazilov, 2006, 2008). The reputable *Psychological Lexicon* contains an informative article about M.S. Rogovin written by V.Ya. Gindikin. It reports, among other things, that M.S. Rogovin is a “Russian psychologist specializing in military and cognitive psychology, history and philosophy of psychology and pathopsychology” (Gindikin, 2004, p. 395). The author of the sketch correctly reports that the area of M.S. Rogovin’s scientific interests was very wide. “He was one of the first scientists in Russia to describe the origins and principles of cognitive psychology and give detailed analysis of that trend (new at that time). M.S. Rogovin deeply explored the problems of pathopsychology and studied principles of diagnostic process in a psychiatrist’s work. He made a significant contribution to the theory and practice of the most complicated aspects of differential diagnosis in psychiatry. M.S. Rogovin stressed the importance and special role of clinical analysis of the results of pathopsychological (Gindikin, 2004, p. 395). We do not in any way derogate his merits in pathopsychology; however, we dare to say that his contribution to the methodology of psychological science is the most significant as he was a philosopher in psychology by his temper. As we already reported in 2006, M.S. Rogovin was first of all a

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methodologist of psychology. He was a sort of person who could be described by the words of L.S. Vygotsky addressed to Koffka “he was first and outmost a consistent methodologist”. Surely, these words should be addressed to L.S. Vygotsky himself - first and foremost, he strived to achieve “the very essence”, “the core” as it was brilliantly expressed by a great poet. Such an approach was typical for M.S. Rogovin too.

*Mikhail Semenovich Rogovin was born on October 27, 1921 in Moskow in the family of a famous translator and philosopher S.M. Rogovin. He entered the mechanical and mathematical faculty of Moscow State University. He was recruited into the army and took part in the Great Patriotic War and the war with Japan. He was a tank commander and then instructor and military interpreter (after injury). After the war, M.S. Rogovin graduated from the Military Institute of Foreign Languages and become a post-graduate student in Psychology in Moscow State Institute of Foreign Languages. His tutor was V.A. Artemov. M.S. Rogovin defended his thesis on the topic “Problem of Understanding” in 1956. He worked in the fundamental library for social sciences of USSR Academy of Sciences at the end of the fifties - the beginning of the sixties. M.S. Rogovin worked at the psychology department of V.I. Lenin MSPI in the sixties. He was a professor in the psychology department of Yaroslavl State University in the seventies and eighties. In the last years of his life, he was a*

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*head of psychology department at Moscow State Linguistic University. During that time, we wrote and published books and manuals: Introduction to Psychology (1969), Philosophical Problems of Memory Theory (1966), Problems of Memory Theory (1977), Psychological Study (1979), Structural and Level Theories in Psychology (1977), Theoretical Bases for Psychological and Pathopsychological Study (1988, with other authors), Study of Negation in Practical and Cognitive Activity (1985, with other authors), Basic Studies in Action Sciences (1993, with other authors) etc. He published a total of three hundred and fifty works. Mikhail Semenovich failed to complete his Basics of Linguistic Psychology. Mikhail Semenovich Rogovin died in September, 1993.*

Let us turn now to a doctoral thesis written by M.S .Rogovin in 1968 and defended on May 16, 1968. Do not be confused by the fact that the thesis was defended in the defectology research institute of USSR Academy of Pedagogical Sciences. The thesis was defended in Special Psychology and M.S. Rogovin received a degree of the doctor of pedagogical sciences in Psychology. We should provide some additional clarifications for those who are too young to remember the specifics of Soviet scientific life and certification for staff in Psychology.

The thesis of M.Rogovin represents an outstanding methodological study in Soviet psychology. Nevertheless, Wilhelm

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Wundt's declaratively scientific psychology began its life as an independent science. However, it had a lot of unsettles issues and constructive drawbacks. Therefore, the task of M.S. Rogovin's thesis is to filly contribute to the transition from "patchwork of some facts, observations and theories represented in tradition psychology (we remember this characteristic of psychology from the beginning of the thesis) into a modern science. We also remember that a thesis has to describe and characterise accompanying processes. Indeed, such enthusiasts of science should be remembered...

Actually, we can interpret Rogovin's work in the following way: this is an attempt to remove serious drawbacks of Wundt's project aimed at establishing psychology as an independent science. I do not know whether I succeeded in convincing a sceptical reader... In any case, I began to think that this task is even more that titanic.

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***NOTION OF SUBJECT IN PSYCHOLOGICAL  
CONCEPT OF HENRI WALLON***



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Psychological study of man as a subject of the psyche involves the resolution a lot of very complex issues. Among them, a special place is occupied by those ones about the nature of the categories in which the subject of the psyche is being studied, about the ontogenetic formation of the subject, the conditions for the formation of the subject and the subjectivity of the psyche, and also whether it is possible to identify the entire course of the ontogenetic development of the human psyche with its manifestation as a subject.

This article is devoted to the historical and psychological analysis of the views of Henri Wallon (1879-1962) on the formation of the subject of the psyche, on his understanding as the unity of experience and knowledge, on the psychological relationship between the subject and the object.

In all his works, Wallon shares the conviction that the object of studying psychology is "man in interaction with reality" (Wallon, 1982, p. 52). In his opinion, "the Cartesian" «cogito» assumes the existence of a subject who feels, knows, ponders, makes decisions and on which the patterns of his activity depend"(Wallon, 1959, p. 100). Considering Descartes's work "The Passion of the Soul" as a program for studying a subject in which two points of view are united - one that depends on knowledge and reason and the other stemming from the supreme will of man (Valon, 1988, p. 183), Wallon believes that all

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subsequent theories about the subject are developed by absolutizing one of these two opinions.

Criticizing Descartes's interpretations that absolutize the cognitive line of understanding the subject, he studies in detail the genesis of affectivity in the "Difficult Child" (Wallon, 1984), as well as the combination of affective and cognitive manifestations in a person's mental development - in "The Origins of a Children's Character" (Wallon, 1975). A textual analysis of his psychological work shows that both terms are used in them: "subjectivstic" and "subjective". The first of them indicates the state of subjectivism, that is, the fusion of the organism with the environment, the impossibility of distinguishing between the subject and the object. The second signifies the manifestation of man as the subject of the psyche. In this case, there is a distinction between what belongs to the object and what is peculiar to the subject.

In the Wallon concept, the beginning of the study of the cognitive side of the psychic relates to the study of sensor-motor activity. Thus, the emergence of logical structures of thought is the completion of a complex and lengthy process of development of the subjective cognition of the child. Consequently, the concept of Wallon can not be defined simply as the "psychology of emotions" (Zazo, 1993), because its author is not limited only to the study of emotions, and introducing this problem, even in Difficult Child, proves the

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inconsistency of the absolutization of cognitive mental phenomena, including the approach of Jean Piaget (Piaget, 1972), applied to the development of epistemological problems of psychology.

Understanding the sensation as the first form of affectivity, allows Wallon to define the principles of genetic ontology. This psychological theory differs not only from the rationalistic representations of structuralists, but also from the phenomenal nature of the ontological views inherent in existential psychologists.

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***PERIODIZATION OF PSYCHOLOGY OF IMPACT  
IN SOVIET PSYCHOTECHNICS IN 1920-1930S***



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The author poses a serious methodological problem of the historical and psychological periodization of one of the least studied areas of Soviet psychotechnics - the psychology of impact. The works available in modern psychological historiography do not cover all the factors that influenced the development of the rapidly developing scientific and practical branch of psychology. If the first attempt to consider the stages of development of psychotechnics was undertaken by its leader I.N. Spielrein, and later – by Soviet and Russian psychologists, then attempts to periodize the psychology of the impact was not carried out. However, the fifteen-year existence of the psychology of impact within the framework of Soviet psychotechnics can be represented in the form of stages, each of which was interesting in that the concept of "impact" differently defined the boundaries of its connotation, sometimes changing the vector under the influence of ideology.

At the first stage (1917-1920) - pre-psychotechnical, psychotechnics as a scientific and practical branch in the USSR did not exist yet (G. Münsterberg's book "Fundamentals of Psychotechnics" (1913) has not yet been translated), but there are separate works Russian enthusiasts - engineers, hygienists, psychologists, statesmen, and the issues of rationalizing labor, changing the hygienic conditions of production, influencing the consciousness of the masses have already been raised.

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At the second stage (1921-1924), psychotechnics is born in the channel of SOL (Scientific Organization of Labor) and League "Time". In the sections on the psychophysiology of labor and labor reflexology of various scientific organizational events, the term "psychotechnics" is fixed, which becamr the name of one of the branches of practical psychology.

At the third stage of the development of psychotechnics in the USSR (1925-1926) there were no serious organizational arrangements, but there were separate legislative acts important for the further development of psychotechnics. For example, on March 11, 1926, the Resolution of the Central Committee of the Russian Communist Party of the Bolsheviks "On the preparation and training of the labor force" was issued, where the preparation of the labor force was regarded as the most important economic task. Here it was required psychotechnics for the needs of professional selection, professional orientation. The activities of Soviet psychotechnicians in this time interval were diverse and active: the application of the scientific organization of labor to different branches of the economy; methodological interpretation of psychotechnics: the psychotechnical study of professions; distribution of the time budget at students and responsible employees; influence of fatigue on urban life, on the productivity of workers, on the consciously-volitional function of the organism; the impact of advertising, books, movies, urban posters and military propaganda. In search of the most effective application of



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professional knowledge, they were actively looking for promising directions.

The fourth stage (1927-1930) was distinguished by an abundance of activities; it coincided with the organizational construction of all Soviet psychotechnics.

During the fifth stage (the first half of 1931), a ruthless struggle against "anti-Leninist" attitudes was noted, a political campaign to fight "for the purity of Marxism-Leninism" in the sciences, which began with the publication of the resolution of the CC RCP (b) in the journal "Under the Banner of Marxism" (25.01.1931). The basic norm in evaluating the scientific idea is the principle of partisanship as a criterion for the correspondence of the results of scientific theories and studies to the interests of the Communist Party and the State.

The sixth stage (the second half of 1931-1932) was marked by close attention to such means of influence in matters of technical propaganda as a poster and instruction. With the issuance of a special resolution on the issue of technical propaganda and its organization, the vector of the concept of impact changed, including the promotion of special measures in the field of safety engineering, industrial sanitation and hygiene of production processes. This marked the beginning of the official participation of psychotechnicians in technical propaganda activities.

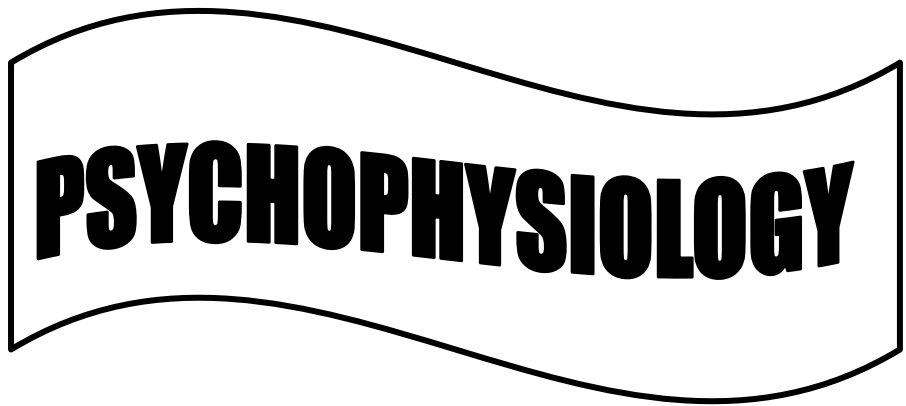
1933-1936 - the seventh stage, final. Against the backdrop of a silent ideological struggle, the focus of attention of psychotechnicians

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on practical activity was observed. Psychology of impact shifted to propaganda of accident-free production and road transport. 1933 - the section of psychotechnics in the State Institute of Experimental Psychology was liquidated. 1934 - the last number of the journal "Soviet psychotechnics" was published without indicating the name of its editor-in-chief and founder - I.N. Spielrein. 1935 - arrest of I.N. Spielrein. There was a gradual curtailment of psychotechnical activity. 1936 - the end of the activities of Soviet psychotechnicians.

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**PSYCHOPHYSIOLOGY**

***DIAGNOSTIC OF MAIN CHARACTERISTICS OF  
NERVOUS SYSTEM - COMPARISON OF METHODS***



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Nowadays in psychological researches the most popular method for analyzing the main characteristics of the nervous system is the Pavlovian Temperament Survey (Strelau, Angleitner, Newberry,

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1999). Despite the popularity of this test, it has some contines. One of them is what we found in our previous research that children under 13 have difficulties in answering questions.

The development of the computer technology allows us to create diagnostic and training programs that could be consistent with any age and attract the interesting of children. The example of this kind of programs is the Dargish. The Dargish is a diagnostic method which allowed us to detect the ratio between irritation and inhibition in the subject's nervous system in a playful way (Shul'gina, 2016) which based on individual differences in generation of the conditioned response (Pavlov, 1955).

A comparison of data about main characteristics of the nervous system which we obtained through Dargish and the Pavlovian Temperament Survey has a significant correlation between their results.

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**SOCIAL PSYCHOLOGY**



***CHARACTERISTICS OF DISABLED PERSON'S  
ACHIEVEMENT MOTIVATION***



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Empirical research was carried out in the "Center for Medical and Social Rehabilitation of the Disabled" of the Department of Social Protection of the Population of Moscow. The presence of a disability in

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the period of formation of the motivation of achievement (from 3 to 14 years) made it possible to identify its specificity in people with disabilities since childhood (as a developmental feature) and people with acquired disabilities (as a need for resocialization) (Shentseva, 2013).

It is established that in people with developmental peculiarities the motivation of achievement is characterized by:

- high level of motivation to avoid failure, which is expressed in a strong desire for protective behavior (fear of failure);
- conflict correlation of strong opposing motivational aspirations to success and avoidance (in men), which leads to frustration of the need to achieve because of high protection (strong desire for goals and fear of failure);
- polarization of motivation to avoid - extremely high or extremely low protection (in women), which leads to inadequate choice of complexity (too difficult or, on the contrary, ultralight tasks) (Agapov, 2015).

Too high level of motivation to achieve with a conflict of opposite motives shows the distortion of its formation and is manifested in the non-adaptive strategy of "all or nothing" behavior. Such a strategy makes it impossible to review the goals and means of achieving them in a rapidly changing environment. Not all environmental factors are under the control of a person and any

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accident can lead to failure or even a psychological catastrophe (Shentseva, 2006).

In people with the need for resocialization due to acquired disability, the motivation for achieving is more adequately formed and characterized by a medium strength and balanced combination of motives (success and avoidance of failure): the predominance of the motive for success over the avoidance motive (in men) and moderate protection, allowing flexible choice of goals (in women); lower level of aspiration for protection in general (Agapov, 2015). The average level of motivation to achieve success provides more flexible behavioral strategies (Shentseva, 2006).

Investigation of the interrelationships between the motives for achieving socio-psychological determinants in the system (self-image in interpersonal relations, basic beliefs in security, the ratio of value and accessibility, the level of optimism, coping behavior) revealed the specifics caused by the presence of disability in the period of formation of the motivation to achieve (Agapov, Davidova, Shentseva, 2015).

The revealed features allow to focus efforts to optimize the motivation of reaching people with disabilities.

Two programs are proposed for the development of the motivation of achievement: 1) reducing the conflict of opposing and strong aspirations (to success and avoidance); teaching tactics of

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goal-setting and proactive behavior; optimization of interpersonal support of the behavior of achievement in the family for people with disabilities as a feature of development; 2) development of the "achievement syndrome" (strengthening the motivation for success) and reducing the fear of failure and anxiety, increasing self-esteem - for people with disabilities due to trauma.

Thus, when working with people with acquired health limatations, the program is more focused on the emotional-cognitive block of achievement motivation, namely, the reduction (or elimination) of the influence of past experience, which led to tragic consequences. With regard to the achievement motivation, the emphasis is rather on actualizing the motivation for success, rather than on the formation and development of adaptive, optimal motivation, as in the case of people with different origins of health limitations ("from childhood") (Agapov, 2015; Davidova, 2015).

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*TRUST AS PERSONAL COMPETENCE*



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Many researchers note the importance of trust in modern society. The phenomenon of trust is researched by philosophers, culturologists, sociologists, psychologists, economists, political scientists, lawyers, teachers, doctors, etc. (Antonenko, 2004, 2006, 2013, Zinchenko, 2001, Kuprejchenko, 2008, Seligman, 2000, Skripkina, 2000, Fukuyama, 1995, Sztompka, 1999, etc.). Experts point out that society functions as a multi-level system of mutual trust, that the level of trust in life is formed at the earliest ontogeny of personality, that trust determines all personal choices, trust is selectively, partially, etc. But there are also psycho-technologies for building trust, i.e. trust is actively exploited in political, commercial, criminal and other purposes. Some people display commensurate trust, others, rather, are overly trusting, others are excessively suspicious. In this connection, the question arises of personal competence in trust.

A number of authors believe that one of the key competencies of a person is trust, which manifests itself in three ways: 1) the ability to exercise adequate trust, 2) the ability to understand what level of trust another person has, and 3) the ability to organize interpersonal interaction on terms of formation and development of a high level of trust, since the factor of trust is most often the determining factor in the effectiveness of joint activities. This is essential both for private

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communication and in the conditions of one or another social activity. Therefore, the study of various aspects of trust in interpersonal interaction is socially demanded, important for understanding those principal points that allow us to form and develop trust in interpersonal interaction, i.e. develop the appropriate competence in the individual's confidence. Our empirical study (1998-2017) allowed us to consider trust in a number of significant relationships.

On the whole, the results obtained testify to the high importance of trust in interpersonal relations. At the same time, the significance of trust increases as the importance for the respondent of the relationship itself increases, the reduction, the social distance between the subject and the object. This trend is expressed clearly, and it can be considered an established regularity of the importance of trust: the importance of trust for the trustee is the higher, the less the social distance between him and the object of trust. At the same time, by social distance, we mean the relationship between formal and informal aspects of communication in social interaction: the more formal aspects are presented in relation to the informal, the greater is the social distance. In close relationships, social distance is minimal - the significance of trust is maximal (100%). In business relations, people act as partners or colleagues, the priority for them depends on the quality of their interaction, they are brought together in many common positions - the importance of trust is great (75%). Employees

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of the organization interact more formally - the level of trust is lower (56%). Trust in leadership, people with higher social status is even lower (49%). And the trust in the society (the social distance here is great) decreases further (40%).

The study also revealed some of the internal characteristics of trust. With a high degree of confidence, it has been shown that trust is a counter equivalent ratio, conditioned by the object relationship. So the empirically proven fact is that trust is the counter equivalent positive attitude of the subject to the object that has the quality of positivity directed toward the subject; mistrust is the counter equivalent negative attitude of the subject to the object that has the quality of negativity directed toward the subject.

Thus, interpersonal trust is the important factor in interpersonal interaction, its subjective significance is directly dependent on social distance, and the degree of trust is determined by the equivalence of relations in interpersonal communication. On the formal side, competence in trust means the subject's ability to exercise the equivalent attitude and go a little ahead of developing interpersonal relationships, offering for his part the greater level of confidence and thereby suggesting the counter movement in the same direction.

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***SOCIO-COGNITIVE PRACTICES OF GROUPING OF  
CYBER INTELLIGENTSIA***



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The article discusses a number of new problems for social psychology: the transformation of the social into virtual, the emergence of a new social formation - cyberintelligentsia, the problem of preservation of the cultural practices, the psychological mechanisms of group formation, the functions of the digital intelligentsia.

It is generally known that intellectual activity is currently moving from the ordinary reality to virtual (including virtual museums, universities, political parties, interest communities), the intelligentsia is transformed into cyberintelligentsia not simply by the "habitat", but, probably, in the relations with the new socio-cognitive mechanisms of group formation.

It is important to understand whether the intelligentsia has changed under the new conditions of imposing cultural systems. Are such socio-cognitive forms of group formation as conceptualization, ideologization, discursive construction, characterizing the intelligentsia in traditional cultural practices, preserved in virtual reality (Bakshutova, 2015)? This question arises in connection with the fact that the classical intelligentsia has lost an audience for "cultural preaching" for a number of reasons. First, the events of recent decades have discredited the belief in the liberating mission of the intelligentsia; secondly, the Internet provided an opportunity to write,

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speak and be heard for everyone; thirdly, the classical intelligentsia underwent socialization in the conditions of written culture, and its social interaction, even technologically mediated, is oriented toward the same audience for which the value of literature, reflection, and textual reflection is "memorable". In particular, educational innovations also seek to "adapt" old technologies to the new generation sociocognitive practices.

In recent decades, there has appeared a completely new cultural practice of the intelligentsia - actually virtual, or rather cybernetic. This is likely to include people who "equip" the Internet - create websites, simulators, games, digitize museums and libraries, create electronic magazines and television, write programs, hackers, gamers, etc. (For example, since 1999 there has been the journal "Hacker", containing not only information "about harware", but also discussions on ethics of hacking, security, politics). These are, indeed, the intellectuals of the new formation, multiplying knowledge, and possessing special cognitive characteristics and personal qualities. And these are people who create not only the image of the new reality, but also the very new reality, and therefore, new semantic cultural codes, patterns of thinking behavior, and perhaps a new cyberconservatism and cyberliberalism. Cyberthinking is likely to characterize the generation of young people in general: an active user of various resources and Internet capabilities is mastering such a skill

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as "multi-task", that is, the ability to solve several tasks simultaneously. With this skill, the ability to build long-term life plans and work for the future, responsibility, perseverance, readiness for risk, elbow and teamwork skills, the ability to take responsibility, the willingness to master and effectively apply sophisticated analytical computer programs (Bek, Ujejd , 2006; Greenfield, 2009; Vojskunsij, 2010) - all that, according to the authors of the collection "Milestones" ("Vekhi"), was not enough for the Russian intelligentsia.

The cognitive turn in science and philosophy draws the attention of researchers to the fact that "cognitive processes need to be understood not as existing along with other types of individual and collective activity (motivations, aspirations, struggle for power, defending their interests, etc.), but as something that permeates them and becomes central to understanding everything else "(Zav'jalova, 2012). This is of great importance not only for the individual subject, but also for the collective - the group nomination of reality determines the development and content of individual consciousnesses.

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***FASHION AS FACTOR OF SOCIAL ADAPTATION  
OF YOUTH***



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In modern society fashion plays an increasingly important role in human life: an increasing number of people show interest in it, follow its tendencies and seek to follow them. Orientation of society to the values of an individual and the desire of the individual to manifest their individuality create the conditions for increasing the importance of fashion in the social adaptation of modern man.

Since its inception, fashion has performed meaningful social functions: it acts as a means of involving the individual in social and cultural experience. Participation in it is associated with the development of certain social norms and values (Parygin 1999, Shubin 1987). Modern socio-psychological studies of fashion (Gofman, 2010, Zimmel, 1996, Kiloshenko, 2001, Parygin 1999) allow us to determine the resources contained in it for social adaptation of the individual. Fashion allows the individual to choose the landmarks, find his social group and emphasize his belonging to it, to distinguish himself from the social group and express his own individuality, to manifest himself in interaction with the objective world, other people and himself, can perform the functions of emotional relaxation and has psychotherapeutic effects. As a resource potential of fashion, it is also possible to distinguish the need for personal elections and for changing habitual strategies of behavior (Kalinina, 2017).

Of particular importance fashion is for social adaptation of young people. Interest in fashion reflects young people's search for their identity. Since the fashion "reflects the objective needs of the person and determines the nature of human actions to meet them" (Kiloshenko, 2001, p. 50), we associate the

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adaptive fashion resources for young people with the satisfaction of their leading needs - self-assertion and self-determination. Fashion gives an opportunity to express themselves, to show their individuality, at the same time, it allows to show their belonging to the significant group, to emphasize a certain status. Young people are prone to novelty, to experiments on themselves, realization of which the fashionable behavior allows for.

The special importance of fashion for young people is also connected with the fact that they form their own value system. For its formation it is necessary to push away from the old, habitual, to oppose the past to a new one. Fashion often acts as a source and regulator of new values, providing the direction of social adaptation processes.

The survey, carried out by us among young people aged 15-18, aimed at revealing their attitude to fashion, the motives of fashionable behavior, the trends in choosing fashionable objects, made it possible to allocate resources and fashion risks in the social adaptation of modern youth. It is established that for most respondents fashion plays an important role in social adaptation. Following the fashion and acceptance of the values conveyed by the fashion is considered important and compulsory among the youth. Adaptive fashion resources for young people are associated with opportunities to make personal choices and freely manifest creativity in socially acceptable forms.

It is found out that the important adaptive resource of fashion for young people is its orientation to unusualness and risk. At the same time, the emphasis in the choice of fashionable objects and the motives of the fashionable behavior

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are shifted in the direction of the influence of virtual reality. Virtual reality becomes the most important factor determining the direction of the formation of fashionable values and determining the motives of fashionable behavior. This creates the risks of social adaptation associated with the transmission via the Internet of unconstructive fashion values and requires regulation by society.

The data obtained can form the basis for the management of fashion as the resource for social adaptation of young people.

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*PSYCHOLOGICAL PRACTICES IN  
INNOVATIVE PROCESSES*



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Modern Western society is interpreted by many researchers as a psychological society (Gross, 1978, Karitsky, 2009, Leahey, 2009, Sirotkina, Smit, 2008, etc.). The main criteria for the fact that the society becomes psychological is the representation of the subject of social activity about himself as a psychological subject (a subject who thinks of himself in psychological categories) and the presence in society of a developed system of psychological practices. It is believed that the modern Western society has certainly reached the quality of the psychological society, and whether other societies (in particular, Russian and Ukrainian) have approached this level of social development remains in question (Karitsky, 2009; Sirotkina, Smit, 2008). Thus, the presence in the society of a developed system of psycho-practices is simultaneously a criterion for the level of development of the psychological society as a certain range of social organization.

The main types of constructive psychopractices include psychotherapy, counseling, training, prophylaxis, self-regulation, personal growth (Karitsky, 2002, 2006, 2015). Each of them performs its functions in the society. Psychological self-regulation is normally one of the mechanisms of organismic and personal regulation and is realized unconsciously, i.e. is not psycho-practice at all. But in the situation of insufficient self-regulation mechanisms, there is a need for new mechanisms of self-regulation, this requires conscious activity, and then self-regulation is realized as a kind of psycho-practice. All other types of psychopractices, in the final analysis, are reduced to correction, prophylaxis, formation,

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restoration, development or training of certain mechanisms of self-regulation.

The effectiveness of innovation is largely ensured by the level of its psychological support. Psychological support of innovative activity is developed, first of all, as prophylaxis, maintenance of the existing mechanisms of self-regulation at the optimal level for a given individual or group, on the other hand - as the formation of new and development and training of available self-regulation mechanisms. These mechanisms are used from biological to personal, social and spiritual levels. Effective individual and group self-regulation, in turn, provides the higher level of innovation. For example, a higher level of stress resistance (formed as a result of personal growth, prophylaxis and training practices) leads to more productive activities. The higher level of group cohesion (achieved as a result of appropriate socio-psychological training) increases the effectiveness of joint activities. A higher amount of attention (conditioned by appropriate practices) allows to perceive existing problems taking into account more active factors, more systematically, in more interrelations, etc.

Modern society, no matter how it is called - post-industrial, information or psychological, objectively characterized by a constant innovation and psychological components. Scientific and technological progress ensures the constant growth of innovations in various social spheres. This, in turn, leads to the fact that the person can devote more time to himself as the subject possessing certain psychological properties. Through this man not only forms a developed idea of himself as the person, but also develops himself psychologically and psychopractically, i.e. we can confidently say that we live in



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that social epoch, when personal development is not only the lot of some representatives of closed communities (as it was in former times), but becomes a mass phenomenon. Psychological practices are one of the sides of this worldwide process. But they are not only the result of modern innovations, but also dialectically their necessary link.

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*PROBLEM OF PERCEIVING OF E-WORK IN SOCIETY*



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In the industrial era, work was the main activity for a person, determining its status in society, image and lifestyle, which undoubtedly influenced the formation of a certain notion of "good" and "bad" work, of prestigious and popular professions, and as a consequence, image of the "traditional" form of labor (Khusyainov, 2016).

However, in the context of the information revolution, society is undergoing serious changes that have led, among other things, to the transformation of the social and labor structure - the emergence of new forms and types of labor, the replacement of professional landmarks. As a result of such processes, such tendencies as de-standardization, autonomization, informatization, creative work are marked, which does not fit into the framework of traditional labor, but becomes the basis for the formation of atypical employment.

The change of social formation from industrial to post-industrial occurred at the turn of the 1970s and 1980s, so the new way has not yet fully taken root in society. Therefore, even in the context of the current transformation of employment, workers employing new forms that are different from traditional ones of labor may be stigmatized (Khusyainov, 2017). Till now, forms of labor different from those that existed in the industrial era are considered atypical, and employment outside the norms of industrial economy (remote, temporary, marginal employment) is considered unacceptable in many sectors of society.

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One of the modern forms of work activity is e-work - a form of performing its duties on the Internet, in which case the employee has the opportunity to work outside the office - at home, public places, specially equipped coworking centers. At the same time, most Internet workers practice temporary employment - participation in individual projects. A similar situation for the Internet labor market, which has been formed over the past 20 years, is the norm, and a large number of positive responses (due to participation in a large number of projects) is a positive characteristic for the selection of an executing employee. Moreover, in this case, the opposite situation is possible, when the performer has a small number of completed projects, i.e. experience that can be confirmed for the employer is a confirmation of his inexperience, which causes stigmatization in the Internet labor market. This situation is exactly the opposite of what was in the industrial labor market, when an employee who replaced a large number of organizations was assessed negatively.

Despite the fact that the use of the Internet densely enters people's lives in most countries of the world, work through the network is often perceived as "non-work," which undoubtedly has an impact on the employee himself. The opinion of others can seriously affect his professional self-image, and the misunderstanding of family and relatives can exacerbate this process. In the case of Internet employment, a similar problem becomes especially important, because in most cases Russian Internet workers prefer to work at home, which exacerbates the issue of family balance and work, and often leads to conflict of professional life and family relations.

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As it was already noted, in the Russian society new forms of labor are just beginning to take root and are not perceived by many as "work", which leads to stigmatization problems with those who have switched to atypical employment.

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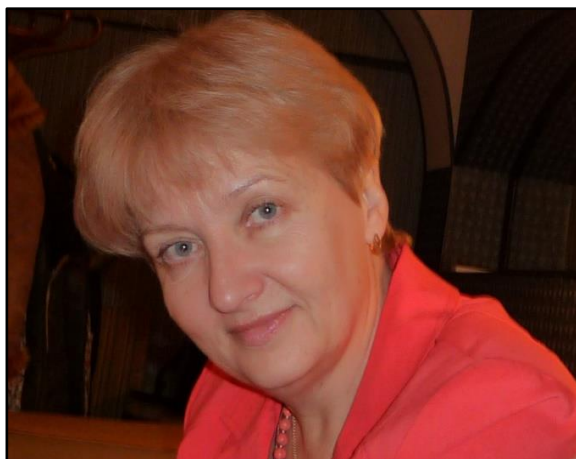
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*VALUE ORIENTATIONS OF PERSONALITY AS  
PSYCHOLOGICAL MECHANISMS OF PROFESSIONAL  
SOCIALIZATION*



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The article is devoted to the study of the specific value orientations (VO) of students, based on respondents' perceptions of two forms of self-concept - real and ideal. We consider the VO as the basis for choosing the methods and activities and the basis for meaningful life decisions made by the individual. In the system of professionally important qualities of a specialist, the structure of the VO is an important component of the personal characteristic, which determines responsible, moral, effective models of behavior in various social situations (Kolossova, 2013). In adolescence, in the absence of one's own life experience, a worldview, self-consciousness, the personality's VO system, a set of self and ideal representations about oneself are being formed most intensely. This makes the problem of scientific understanding, objective analysis, development and formation of the VO system of modern youth particularly relevant. It is known that the image of the I-real contains settings related to actual abilities, roles and statuses, the image of the self-ideal contains settings related to the individual's ideas about what he would like to become.

In the course of the conducted research, using the modified method of M. Rokeach, the hierarchy of terminal and instrumental values of students in images of I-real and I-ideal is revealed. Preferred, indifferent and rejected values are established. The greatest differences in the mean group significance indicators were found in the group of indifferent values. Among them, it grows and finds itself on the first ranked place - the value of "self-control (restraint, self-discipline)". We will take into account the replenishment of this group with such



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values as "tolerance (to the views and opinions of others, the ability to forgive others for their mistakes and delusions)" and "sensitivity (caring)". But the most significant change is due to the value of "good breeding", which moved from the 3 ranks down to 14 rank positions (out of 18). In the future, this value is not perceived by respondents as meaningful. Apparently, the fact, the ability to behave, observing the rules of behavior in society, showing tact in relations with other people looks archaic and even reasonable prohibitions and restrictions cause resistance to the future intelligentsia.

A significant interrelation between a number of terminal and instrumental VO in the images of the I-real and the I-ideal is established. Useful for further research is the discovery of significant interrelations between the "productive life" and "breeding" ( $-0,58, p \leq 0,001$ ), as well as the values of "creativity" and "education" ( $-0,54, p \leq 0,01$ ).

However, in the current social situation of multiple elections, it is not easy for students to determine the hierarchy of values. We have also found a coincidence, a connection of representations in the construction of images of the I-real and the I-ideal. Given the characteristics of adolescence, in the images-representations of subjects there is ambiguity and uncertainty of elections in the sphere of professional self-realization. This may indicate their lack of meaningful, conscious meditation (in the past and in the present) about their near and far future, including the norms of life and professional growth. A number of values characterizing the sphere of professional self-realization ("interesting work", "knowledge", "creativity") and in the image of the I-real, and in an ideal image are

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in the middle and second half of the hierarchy, i.e. In the list of indifferent and rejected values.

The established hierarchy of the VO of students determines the possibility of constructing a forecast of the effective activity of specialists.

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***WORKAHOLIC: PERFECT, AWFUL  
OR DOESN'T MATTER?***



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In the last decade the growth of the number of researches on addictology rises in direct ratio to the growth of the number the addictive persons and to the expansion of range the addictive forms of behavior in modern world. The workaholic addiction (in other words workaholism) doesn't make an exception; it is obvious that recently it attracts keen interest of researchers (Barabanschikova, Klimov, 2015; Lukyanov, Shcheglova, Balashov, 2012; Belobrykina, 2015). Nevertheless, it isn't possible to define the content of this type of dependence fully yet, partly because a man working hard is a socially approved image, partly because it isn't always easy to differentiate "love for work" compelled by expense of a large amount of time to provide survival or execution of social obligations from workaholism as "fixing on activity". In this regard the request for the empirical facts allowing to find out significant markers of the phenomenon itself is urgent.

Workaholism, as well as any other addiction, is the escape from reality by changing the mental state which in this case is reached by fixing on work. The reasons of workaholism development have to include as the general, peculiar to all types of addictions, as specific, typical only for this type, features. We may assume that, a workaholic as well as other addicts is characterized by the high level of anxiety, inadequate self-assessment, deformed or immature personality identity and disfunctionality in interpersonal relationships. At the same time the analysis of research works on workaholism suggests existence of high level of achievement motivation and specific social-psychological goals in the sphere of

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motivation and need: orientation toward results, work, power and money at persons fixed on work activity.

At the first investigation phase 227 people aged from 41 up to 49 years were diagnosed. On the basis of the data obtained according to Killindzher's test for identification of a workaholism and E.Rogov's technique of "Defining of a workaholic" two conventional groups for comparison were formed: the first group consisted of 60 persons with the expressed workaholic addiction, the second – 60 persons without signs of it (groups are approximately balanced on sex and age). Complex of personal techniques was used to test both groups. Comparison of these two groups (Mann-Whitney's U-criterion was used) allowed to reveal a number of authentically significant distinctions. So, the results received by O.F.Potyomkina's technique "Diagnostics of social psychological sets of personality in the sphere of motivation and need" show that persons with a workaholic addiction are more inclined in their working activity to be guided by the process that is procedural component of activity, but not by the final result. Reliable distinctions on the scale "orientation toward work" show that it is typical for workaholics use almost all the time to make something, without feeling sorry for the days off or a holiday; work activity brings them more joys and pleasures, than some other activities. In this group more reliable and higher results are found according to the scale "orientation toward altruism ", it is frequent to the detriment of itself that deserves the respect. It is considered that altruism – the most valuable public motivation existence of which distinguishes the mature person. Let's add that we didn't manage to find out reliable distinctions in the

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following criteria "orientation toward power" and "orientation toward money" between these two compared selections that, in our opinion, also demonstrate that the workaholic doesn't consider the sphere of work as "battlefield" for possession of something. With this conclusion the absence of distinctions between two groups of comparison quite correlates on the level of claims (Shvartslander's Scale).

In structure of the motives of personality included into the structure of motivation of an affiliation at workaholics the aspiration to acceptance prevails (a technique "Motivation of affiliation" of A. Mekhrabian in M.Sh.Magomed-Eminov's modification), respectively, there are no obstacles of satisfaction of the need to be in the company of other people.

At first sight the portrait, "written by large dabs", inspires optimism, but a number of essential moments introduce negative amendments in the profile of "being married to the job". To begin with the fact that orientation to procedural characteristics of work often doesn't give the chance even to achieve result but to see, and therefore, to feel satisfaction from achieved results – any top is not sufficient. Quite naturally it was revealed that easily arising concern, feeling of anxiety is peculiar to workaholics ("Taylor's scale of anxiety" in V. G. Norakidze's adaptation). High anxiety can be caused both by fear of inactive situations, and also by the need for a constant external irritant and for a constant positive assessment of their activity as necessary confirmation of the solvency. These results are quite coordinated with lower self-assessment revealed by S. A. Budassi's technique.

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Person at a stage of maturity (age of our examinees is 41-49) should be characterized by mature identity with definiteness of valuable orientations and authorities, temporary perspective and a variety of role behavior, and also by self-confidence; however the workaholic personality is characterised by the broken identity (distinctions on scales "the moratorium of identity", "a premature stop", "identity diffusion" ("The status of identity" by Marsia in G. and R. Aminev's modification). The accounting of average values on the scales defining the ways of achievement of identity revealed that workaholics at lesser extent can make decisions of their own personality, but great susceptibility is characteristic of the influences of external circumstances (KKI scale).

Thus, the psychological profile of the personality with a workaholic addiction is characterised by orientation to process, high anxiety, the underestimated self-assessment, and absence of ability to appreciate their own achievements, rather essential dependence on other people approval, more problematic than the negative personal identity connected with absence of feeling of self-sufficiency. The workaholic addiction in fact is a form of psychological protection for the personality with the broken identity. All mentioned above means definitely that the workaholic is quite convenient for the authorities and colleagues, at least because he tries to come to the rescue and meet other people's expectations, even who treats him with absolute indifference. And he has quite sufficient destructive potential for himself, at least, because he is not really able to accept and appreciate himself and therefore doesn't dare to have a rest even at an exhaustion of forces.



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***BASIC CONCEPT OF RELIABLE PERSONALITY***



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This article describes the main provisions of the author's conception of reliable personality. The essence of the concept is that reliability is regarded as a condition of human interaction with the world, on the one hand, as a condition of subjectivity and identity, on the other. In this context, reliability is interpreted as the ratio of the two-pole setup, which, on one side facing the world, and on the other - in himself. Thus, there are two relatively distinct types of reliability: reliability in the other and reliability in you as a value in its own sovereign entity activity. The level of confidence in itself is always associated with a level of confidence to the other, so that these two types of reliability are only relatively independent value, and there is never one without the other.

In this case, credibility appears fundamental to the full mastery of them, is part of the ability to predict the outcome of their life, determine the adequacy of the critical positions in relation to itself, is an indication of the sincerity with oneself, and affects the choice of strategies to achieve compliance with internal personal meaning. In this context, the level of formation credibility is a condition of subjectivity of the individual.

Reliability exists as a personal or a social setting, as attitudes, as attitudinal relation to others and to him/herself. Interaction (harmonious - disharmonious) between personal and social aspects of reliability, emotional, evaluative and behavioral components determines the quality, differentiation of reliability. Thus, an important condition for the occurrence of a certain quality of reliability - is the degree (or measure) of its harmonic components (attitudinal, cognitive, behavioral).

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Reliability in others is seen as a special case of reliability in the world. Every act of communication is always a certain amount of, or a measure of reliability, without which communication becomes an act of impersonal communication. Going beyond the "best measure" of confidence both in relation to themselves and to others, leads to negative consequences in communication. Genuine personal harmony is the ability to feel this measure and at the same time be open as the world, to yourself, and to others.

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*EVALUATION OF WOMEN'S FEMININITY AS  
FUNCTION OF APPEARANCE AND BEHAVIOR*



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In social perception the determination of gender characteristics is formed as a result of the several signals evaluation. This article describes the results of two experimental studies about how behavior (feminine and masculine) and appearance (feminine and masculine) influence social judgments. It was expected that both parts of the conflicting information about appearance and behavior would influence judgments during the behavior dominance.

Subjects (292 people) received photographs of women and a description of their behavior. The original photo was combined with a photograph of a man using a morphing program to achieve a low femininity level. The description of feminine behavior contained stereotypically female behavior, and masculine behavior description included stereotypically male one. The general impression of a woman depends on the coherence of the femininity appearance level and behavior. If the subjects evaluate the feminine appearance and masculine behavior, then masculine behavior has the main influence. If the subjects perceive the masculine appearance and feminine behavior, then the face (androgynous) influences the evaluation of femininity, and the behavior (stereotypically feminine) affects the evaluation of traits. Behavior contributes to the integrated judgment about femininity in comparison with the face. The feminine appearance compensates masculine behavior less than the androgynous face weakens the effect of feminine behavior.

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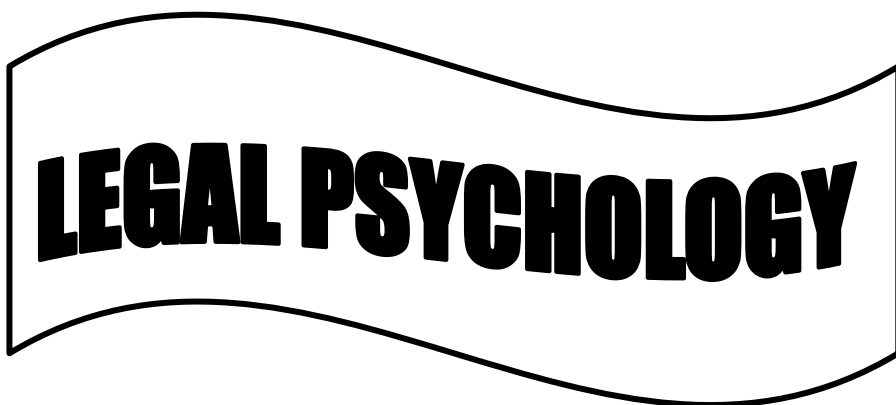
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**LEGAL PSYCHOLOGY**

*STUDY AND DIAGNOSTICS IN  
FORENSIC-PSYCHOLOGICAL EXPERTISE*



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For almost four decades, Russian forensic-psychological examination has been gradually gaining new psychological methods and technologies.

In modern psychology, there are two ways of collecting and analyzing empirical psychological data: study and diagnostics. Both ways are realized by means of one or a combination with any of the four psychological technologies: actual psychological research, polygraph research, practical testology, practical psychological diagnostics (Balabanova, 1998; Chuprov, 2015; Chuprov, 2017; Shmelev, 2013).

The use of research or diagnostics in forensic-psychological expert practice is determined by the goals and objectives assigned to the expert, and the presence of the subject of forensic-psychological examination (sub-expert).

Psychological research is usually impersonal, sometimes anonymous, sometimes unaddressed (Chuprov, 2017).

If an expert-psychologist or a specialist-psychologist is tasked with giving evidence on documents (material evidence, civil or criminal case materials, or psychological data presented in the case), this is the psychological study. It is also carried out during the postmortem forensic-psychological examination.

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Polygraphic psychophysiological research using “Polygraph” is also the research, but it can be included in the structure of pathopsychological diagnostics (Balabanova, 1998).

A similar situation with testometry (Shmelev, 2013).. Testing refers more to not only the characteristics of the method (test method), but also to the characteristics of the process of its application. The results of testing can be integrated into the process of individual psychodiagnostics.

The combination of research and diagnostic procedures is expected in the course of an audit of the examination. In addition to researching the materials of the previous examination, the specialist-psychologist is obliged to conduct independent psychological diagnostics.

Diagnostics in forensic-psychological expertise is always individual (clinical approach). It is preceded by an introduction to the request and accompanying documentation (characteristics, circumstances of the case (upon request from a lawyer, investigator, court), products of educational and extracurricular activities (crafts, drawings, etc. from the schooler) hobbies, etc.

Before the diagnostics, the psychologist-practitioner concludes a contract with the subject (i.e. receives permission to work with the sub-expert, designates the boundaries of his competence, etc.) Further he studies complaints, external manifestations in behavior,

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orientation in space and time, and the actual psychophysical state of whom he works with. He takes into account all available information from appearance, clothing, manner of holding, answering questions or asking them, visible or withdrawn tattoos. All of them is the data obtained during the direct observation of the client, in communication with him.

During the conversation, the adult (or the child's parent) is informed about the development and personal history, anamnesis of the condition. The conversation can be accompanied by a brief projective interview.

After that, the practical psychologist-diagnostician proceeds to the presentation of psychodiagnostic techniques, not forgetting that the results obtained with the help of one technique must be checked by a similar method, but by another technique.

The result of work with the client is a forensic-psychological conclusion. Then the answers to the request follow (forensic-psychological examination or request to specialist-psychologist from the lawyer to "questions posed for permission").

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***EXPERIMENTAL-PSYCHOLOGICAL DIAGNOSTICS  
OF VALUE-NEED SPHERE OF PERSONALITY AT  
FORENSIC-PSYCHOLOGICAL EXPERTISE***



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Carrying out an in-depth psychodiagnostic examination of subjects of forensic psychological examination is a common thing, however, there is no clear regulation on the requirements for the methods by which the necessary parameters are investigated (Mantikova, Chuprov, 2016). According to the author's experience in the implementation of forensic psychological examinations, in order to solve the problems posed to the expert, one often has to use a significant package of psychodiagnostic techniques. In this regard, both the procedure for carrying out and processing with the subsequent interpretation of the survey results are lengthy. At the same time, the most important questions concerning the motivation of the conduct of the subject of the examination often are "behind the scenes".

Approved in senior adolescents both in the situation of research work (within the framework of the dissertation research), and in mature people (as part of the examination), automated "System of Psychological Diagnostics of the Value-Needed Sphere of the Personality" by V.G. Morogin (Morogin, 2007; Mantikova, Ten, 2016), is able to solve this problem in a complex manner.

The value-needed sphere of personality (hereinafter referred to as VNSP) is "a unique hierarchy of individual needs that are formed throughout the life of the individual, adapted to the system of public



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values approved by the group majority" (Morogin, 2007; Mantikova, 2015). The automated diagnostic complex, due to the specially organized simultaneous and successive presentation of stimuli-values in the shortest time interval (0,01 sec), allows the subject to identify only the most significant in the social context, as well as the archetypally conditioned values that constitute the architectonics of his motivation.

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***ARTISTIC FIELD OF SELF-ACTUALIZATION AS  
TECHNOLOGY FOR EMERGENCE OF IDENTITY OF  
HUMANITIES INSTITUTIONS STUDENTS***



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The system of higher professional education in Russia is changing both in terms of content and in terms of technology. The attention of scientists focuses on the methods of creating psychological and pedagogical conditions for the formation and expansion of personal competencies, many of which are determined by the degree of identity formation, the image of I am future specialists.

Taking as a basis the idea that identity is the image of its uniqueness in its approximation with the world, and proceeding from L.B. Schneider's approach to identity as self-referentiality (Schneider, 2004), it should be noted that the identity construct contains products of self-references, significations and explications, represented in images. The multicomponent identity requires a dynamic form of organization of its elements, which is the image that we consider as a system-forming element of identity. Identity is considered by us as spiritualized by subjective meanings, sensations, emotions and attitudes, represented in the artistic imagination and creating a supra-spatial and supra-temporal levels, an objective reality transformed by the subject's artistry.

It is assumed that when the entire personal being environment, in our case, is educational, quantitatively and qualitatively saturated with artistic images, its transformation into an artistic and creative

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environment takes place. Its main element is the artistic image. It is a spiritualized (humanized) artistic form of composition, the sum of knowledge, emotions, attitudes to an object, specific, accompanying and accessible from the earliest childhood of the language of communication and cognition and self-knowledge.

The multifunctionality of the artistic and its influence on the substructures of self-consciousness and the processes of formation of personality, its ability to create a specific atmosphere of integration of social and personal significance, to organize information flows towards the integration of the unconscious, the subconscious and the conscious, to unite and activate all kinds of human activity, creates a precedent for its consideration as a determinant of the formation and development of identity.

Highlighting the artistic radical as very significant for the formation of professional identity and pursuing the goal of identifying the possibilities of artistic and creative activity in its expansion, during the dissertation research the effectiveness of the author's technology of the artistic field of self-actualization was proved: many significant, perceived and unconscious interdependent facts perceived and transmitted in artistic images and events. The psychological grounds for its inclusion in the education process are that:

- it initiates the development of constructiveness, empathy, openness and self-confidence, synesthesia, associative fluency and

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productivity, the ability to artistic perception and imagination;

- it promotes self-reflection, expansion of the personal positional repertoire, self-actualization of the latent personal potential;

- it can be included in the educational space in various forms in accordance with the goals of the motivational-motivational, professional-activity and reflexive-productive stages of professional development.

When developing the forms of the artistic field of self-actualization and communication (interactive exhibitions, reflexiodrama, creative laboratories, etc.) the following principles were taken into account:

- Principle of artistic-generalized reflection, expression and image, the embodiment of significant components of the figurative content of the I in the artistic image;

- Principle of dialogue. The dialogical form of interaction of the individual with the artistic image of the object promotes "the symbolic deepening of nature by the author in the direction of unexpected meanings" [1, P.47], the formation of new hypostases of I;

- Principle of artistry, which assumes that any perceived and created information should not only be represented in the artistic image, but also be studied in the artistic process;

Principle of system and integrity, which was applied not only with respect to generally accepted positions on the integrity of the

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individual and the interconnectedness, interdependence and the systemic nature of its substructures, but also with respect to the integrity of the identity and the interdependence of its species.

During the research it was proved that the technology of the art field of self-actualization, developed by the author, is an effective tool of psychological and pedagogical influence on the processes and result of the formation of students' identity, the development of their subjectivity.

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**DEVELOPMENTAL PSYCHOLOGY**



***EXPERIENCE OF EXPERT POSITION TEACHING OF  
STUDENTS-PSYCHOLOGISTS***



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In the conditions of modernization of the national education the role of the psychological service is conceptually changing (Metelkova, 2010). In determining the prospects for its development, one of the most important areas of activity of an educational psychologist is recognized as expertise. The importance of psychological examination in education is noted by many authors (Kostrigin A. A., Khusyainov T. M., Chuprov, 2015; Lakeeva, Belobrykina, 2014; Metelkova, 2010; Psihologicheskaja jekspertiza..., 2016; Semago, Semago, Ratinova, Sitkovskaja, 2004). In accordance with the demand for this type of activity, the curriculum of the university training of psycho-pedagogical personnel for the education system introduces both separate academic disciplines and special forms and methods of work that are included in a number of training courses aimed at mastering elementary methods of solving the applied problems of the expert activity and requirements for a specialist of this profile. During the practical classes, students master various areas of expert activity, ways of analyzing and evaluating the structure, content and quality: normative documents; features of the organization of the developing environment; diagnostic tools of a specialist; professional educational and methodical literature; educational programs, technologies and projects; psychological and pedagogical work with children and students; methodological support and didactic material;

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professional activity, competence level and ethical competence of pedagogical workers. Particular attention is paid to teaching students in expert assessment of the level of actual development of the child at different age stages (Psihologicheskaja jekspertiza..., 2016).

Reflection of the experience of updating the position of the expert in students allows us to note that with general positive dynamics of the results of this innovation, there are some difficulties. Thus, for example, by assessing the structure, content and quality, the overall effectiveness of the analyzed materials at a sufficiently high level, and demonstrating it in the process of oral discussion, at the same time, a considerable share of students in preparing expert opinions in writing is experiencing considerable difficulties. In our opinion, this phenomenon is connected both with the lack of adequate identification samples of expert opinions of different orientations, and with a culture of written speech that is not sufficiently formed among students (Kostrigin A. A., Khusyainov T. M., Chuprov, 2015; Stoyukhina, 2007).

The greatest difficulty for students is the need to use a logical system of evidence and reasoning. Quite often the content of expert opinions is descriptively-ascertaining, not analytical. For example, when assessing teaching aids, students do not use citations from the analyzed text as an illustrative material, they do not refer to the work of scientists whose views, conceptual positions and positions could be

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used to confirm the validity of the comments. It is extremely rare for students to update the theoretical knowledge and practical experience gained in separate subject areas for a specific period of vocational training. In addition, in the opinions often the emotional evaluation prevails over the methodological substantiation of critical remarks (Stoyukhina, 2007). Individual students have a reduced level of need for automation of assimilated analysis algorithms and their subsequent independent application. To eliminate the identified problems and contradictions, in particular, to improve the culture of written speech, the level of scientific citation, expand the ways to substantiate one's own reasoning and use evidence, we offer students to submit expert opinions on certain areas in the form of a scientific publication (articles, theses). Prepared in this format materials: increase the level of responsibility of the performer and, accordingly, the quality of the task; are also passed an expert evaluation, where first students and then a lecturer act as experts; actualize most students' professional reflection on their own work; activate the motivation of professional self-development. After elimination of the indicated comments and subsequent scientific editing, the prepared materials are submitted for discussion to the professional community. Currently, the initiative group of students compiles a list of diagnostic techniques and sources in which they are located, teaching aids that are not recommended, in terms of their quality and professional

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compliance, to to use in the practice of a psychologist education. In addition, a differentiated list of demonstration educational materials (games, toys, cartoons, television programs for children and youth) is prepared for teachers and parents who may have an adverse impact on the mental development of children.

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*FEATURES OF DEVELOPMENT OF ECOLOGICAL  
CONSCIOUSNESS IN ADULTHOOD*



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The ecological crisis makes society take the responsibility for the  
character of relations "man - nature", change the personal ideological



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orientation and type of consciousness. The formation of human consciousness increasingly determines the need for the direction of his philosophical development of self-centeredness, with dominant-barbaric consumer needs to ecocentrism, the basis of which is related to the natural objects as equal and self-worth (Jasvin,2000).

This problem is especially acute in adults, because an adult is that person who is in the process of professional development and has a relatively stable personality traits and directionality (Derjabo,1996).

The purpose of the study is an empirical study of the peculiarities of development of ecological consciousness in adulthood.

To solve the problems, the following methods were used: empirical (observation, conversation, questioning, ascertaining experiment); psychodiagnostic tests and techniques (adapted diagnostic technique on degree of basic needs satisfaction, method of studying value orientations of A.I. Motkov and T.A. Ogneva, adapted methodology for the diagnosis of B. Bass's directionality, method of diagnosis of personality empathy in adulthood of L.P. Zhuravleva (Zhuravleva,2007), test of self-relationship of G.S. Pantileeva - to study the structural components of the adult ecological consciousness; diagnostics of self-actualization of the personality offered by A.V. Lazukin in the adaptation of N.F. Kalin - to determine the level of personality activity development in an act in adulthood (Mameshina,1996); statistical (Pearson's linear correlation analysis; Student's t-test; factor analysis).

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In general, this study involved 291 people: 150 women and 141 men. Among them, 143 respondents have higher education and 148 people are of the secondary specialized education.

Based on the results of the conditions study and the definition of the psychological features of the dynamics of the individual ecological consciousness at different adulthood stages, the existence of interrelations between the structural components of ecological consciousness is established. This study proves that the basic internal condition for the development of the person ecology is an actualization and development of its activity in the act: systemic world view, realized the need for personal growth and self-actualization; it revealed that the period of mid-life crisis is significant for the development of ecological consciousness.

An important component of the individual ecological consciousness is a system of its ecological relations, which encompasses a number of empathic relations to itself, to another person and the world, as well as self-relationship.

The sexual conditionality of ecological value orientations is revealed, with the prevalence of higher indicators in women compared with men. A relatively equal value and realization of ecologic values in the life of adults is determined, regardless of their level of education.

Prospects for further research is the study of mechanisms for the development of universal ecological consciousness in adulthood,

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an essential feature of which is the willingness to exercise the full potential of their own abilities and the ability to create such living conditions, in which there is coevolution of internal and ambient worlds.

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Dear colleagues and readers!

Our research team presents a research project "History of Russian Psychology in Persons" and a journal "History of Russian Psychology in Persons: Digest".

The aim of this project is the search and systematization of historical and biographical facts in the history of Russian psychology.

The concept of "Russian psychology" has a broad meaning, considering an all historical and psychological facts that have different degrees of relationship to psychology in Russia (territorial, biographical, etc.) during pre-Soviet, Soviet and post-Soviet era.

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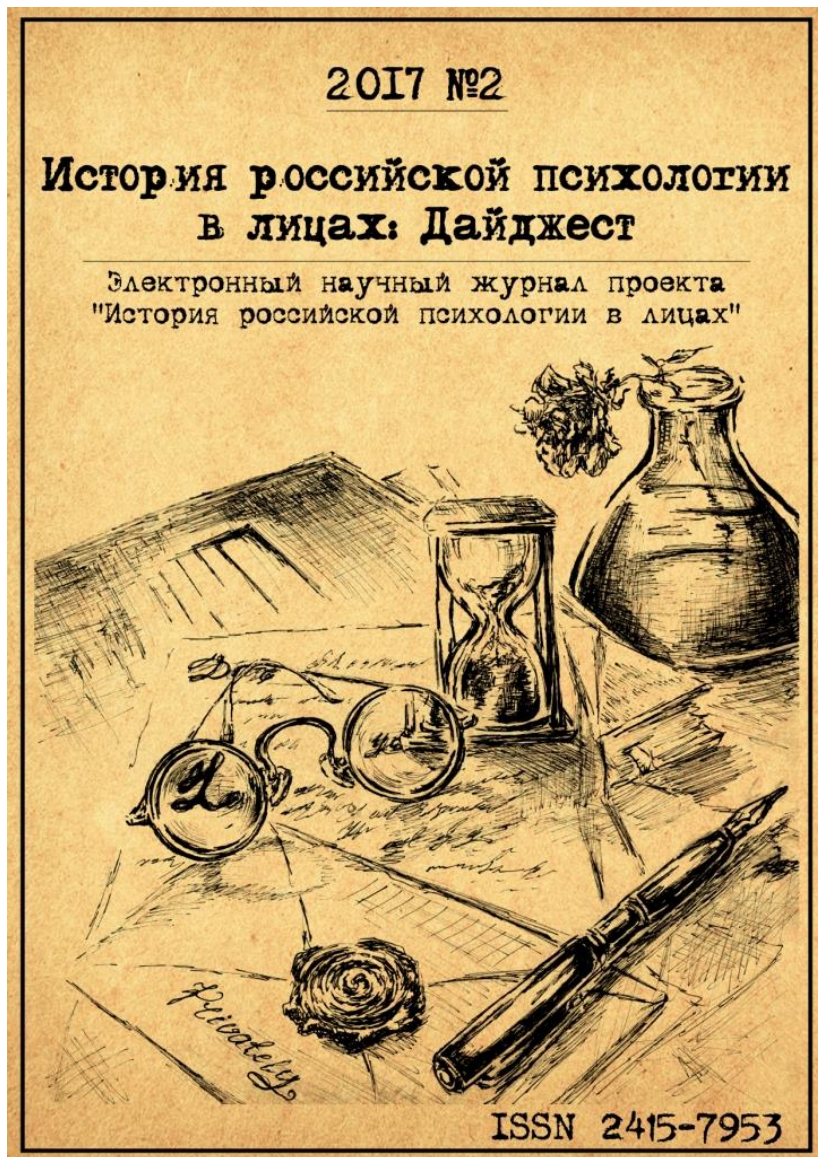
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3. The author of the information article about scientisits can be any specialist who has both unpublished information about the scientist and published one. To do this, one can contact the research team of the project and discuss the options for publishing material (see below - Journal Publishing Activity Policy).

4. Search for materials on the scientists is carried out through the study of scientific, literary, historical and archival sources. References to each source must be indicated at the end of the information article.

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6. A map of the history of Russian psychology is the map of places of birth, study, work, immigration, internshio, exiles, death of all scientists who were involved in the history of Russian psychology.



Pic. 1. Last Issue of the Journal

## **Journal Publishing Activity Policy**

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We look forward to working with you and publish your materials as on the project website and in the journal!

We will be glad to receive your comments and suggestions about the activities of the research project "The history of Russian psychology in persons"!

**Best regards,**

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