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КАЗАХСКИЙ НАЦИОНАЛЬНЫЙ ПЕДАГОГИЧЕСКИЙ УНИВЕРСИТЕТ ИМЕНИ АБАЯ
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**НОВЫЕ НАПРАВЛЕНИЯ В
ИССЛЕДОВАНИИ ТИПОЛОГИИ
И СТИЛЕЙ САМОРЕАЛИЗАЦИИ
ЛИЧНОСТИ**

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Настоящая монография содержит материалы, раскрывающие новые направления в исследовании **стилей типологии и самореализации личности**, полученные крупными исследователями МГУ им.Ломоносова, Центром развития человека в России и сотрудниками КазНПУ им.Абая под руководством доктора педагогических наук, академика ректора. Особую ценность представляет совместно разработанная программа спецкурса по психолого-педагогическим проблемам учения студентов современного вуза. В КазНПУ им. Абая успешно разрабатываются различные вопросы психологии личности и ее развития в процессе психологизации современного педагогического образования. В данной монографии изложены наиболее актуальные современные проблемы психологии личности и пути их решения с учетом новых концептуальных подходов к ее типологии и стилей самореализации

В настоящее время особую значимость приобретают вопросы анализа и интеграции нематериального культурного наследия Казахстана и России для передачи положительного прошлого будущим поколениям, к которым относятся достижения психологической науки и практики в XXI веке. Монография отражает сущность и интеграцию **нового направления психологии личности** в евразийскую культуру. Активное сотрудничество ученых разных стран позволяет найти совместные пути нравственно-духовного формирования современной **поликультурной личности**. Материалы монографии впервые излагаются на английском языке, что представляет ее особую ценность для субъектов международной научно-образовательной среды.

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Balykbaev T.O., Ilyasov I.I.

The program of the special course
«Psychological and pedagogical factors of efficiency of the
process of learning “

INTRODUCTION

Learning as a process of organized acquiring of knowledge with the help of instruction.

Efficiency of learning and its criteria – productivity, duration, intensity – as properties of the learning process . Complex character of efficiency and interrelation of all three criteria in its estimation.

SECTION 1 Learning, its results and the process as objects of influence of learning factors

Theme 1. Results of learning and their characteristics as criteria of learning efficiency

The results of learning – the subject-matter knowledge of pupils about the components and properties of objects, processes and actions with them.

Components of knowledge – the contents and the form.

General types of knowledge contents – the scientific knowledge about objects and processes and scientific – practical knowledge of actions. Kinds of the scientific knowledge content : objects (nature, society, mentality), logic (concepts, their definitions and classification, statements, conclusions and proofs), epistemio-logical (empirical and theoretical knowledge), catigorial (know-ledge of general characteristics of objects and processes – of their components, properties and connections).

The contents of the scientific – practical knowledge of actions (of their objects, operations, their results, means and the order of performance of operations)

Forms of existence of knowledge – figurative and sign-conceptual. Kinds of signs – natural and artificial languages, schemes, models.

Properties of knowledge as the result of learning*

Properties of the knowledge contents – a degree of completeness of different kinds of contents, degree of generality and systematisity, of strictness, truthfulness, level of storing (recognition, reproduction in the form of image representation, reproduction in external speech, reproduction in internal speech), degree of awareness of the knowledge contents, durability (duration of storage, resistance to forgetting).

Properties of sign means of expression of knowledge – a degree of figurativeness and symbolical character, a measure of ambiguity of expression of the contents, a degree of complexity and a variety of sign means.

Theme 2 Components of learning process as object of learning factors influence

Components of learning at the macrolevel

Basic components (phases) of learning – building of new knowledge and their storing in memory of pupils.

Building of new knowledge as a macrocomponent of learning, its components and kinds

Building of new knowledge as a cognitive process, that takes place on the basis of use and transformation of initial, built before knowledge of different levels of complexity up to the elementary sensual images of newborns.

Cognition as operations of building primary initial knowledge as elementary images of the phenomena characteristics and operations of building secondary knowledge of different levels on the basis of, at first, primary, and then secondary knowledge.

Operations of cognition singled out on two bases:

1) On cognitive tasks

2) On ways of solving the tasks (on the types of operations and the order of their fulfillment).

1) On cognitive tasks – getting knowledge about existence and characteristics (observable or assumed) of the phenomena of reality (objects, processes, actions,) that is of their components, properties and connections (factors, reasons). The tasks to be solved for building the above listed kinds of knowledge:

Establishing existence of phenomena and their characteristics (ascertaining).

Distinction of characteristics of the phenomena. (Analysis)

Singling out separate characteristics of the phenomena from complexes of their characteristics (abstraction),

Establishing similarity of phenomena (synthesis)

Combining phenomena into classes having similar characteristics (inductive generalization, formation of concepts),

Establishing characteristics of phenomena by their belonging to certain classes (concrete definition),

Reference of phenomena to classes (recognition, leading under or including into concepts),

Combining classes of phenomena into more general classes and subclasses (classification),

Combining parts into the whole objects or processes (synthesis),

Establishing connections of phenomena i.e. changes of certain objects at changes of others (establishing correlational and causal relationships and explaining characteristics of phenomena through connections with other phenomena).

Complexity of cognitive acts as consequence of contents and quantity of cognizable characteristics of objects.

The listed above actions of cognition distinguished by their tasks as actions of empirical cognition if knowledge of observable objects and their characteristics are generated, and actions of theoretical cognition if knowledge about not observable, but hypothetically existing objects which presumably are the causes of empirically observable and changed in practice phenomena are generated

2) On ways of realization of cognitive operations

All specified tasks as solved on the basis of several operations common for all tasks in different combinations

1. Generation of primary images of the phenomena as sensations and perceptions only physiologically without use of mental images

2. Building secondary images and knowledge

Construction of secondary images and knowledge of higher levels with use of primary images and secondary knowledge of lower levels

Three versions of building secondary images and knowledge:

1. independent building of secondary knowledge

2. acquiring knowledge from messages of other people

3. Combination of the two mentioned kinds

Operations of independent building of secondary knowledge:

1. Drawing new knowledge from the available knowledge built earlier

2. Search for new knowledge by trial and error

Operations of independent building of new knowledge by drawing conclusions:

- generation of primary knowledge

- reproduction of the primary and secondary knowledge got earlier,

- comparison of initial knowledge of phenomena characteristics

- carrying out the drawing of new knowledge proper using results of comparisons of initial knowledge

Operations of building new knowledge by search, intuitive guesses, in the process of trial and error

- generation of primary knowledge

- reproduction of the primary and secondary knowledge got earlier,

- building assumptions and hypotheses about possible characteristics of phenomena, on the basis of knowledge about which the new required knowledge can be built (trial)

- check of hypotheses (error or success)/

2. Building new knowledge from messages of other people

Building new knowledge carried out with the help of other people, as directed from outside by presentation of objects and commands, or only commands in the form of language expressions on actualization of before got knowledges and their setting in new connections, characteristic for the contents of knowledge new to individuals about objects, processes and actions with them.

The list of building new knowledge operations from messages of other people.

1. Perception of signs in messages presented from outside by other people on the phenomena and their characteristics

2. Actualizations of signs meanings and their new combinations which are actually the new knowledge constructed from outside and not by the learners themselves.

3. Building of new knowledge with mixed, combined use of above listed independently carried out operations and operations of acquiring knowledge from messages of other people as really most widely used in academic learning and other spheres of life.

Structure of the phase of storing the built knowledge as the second macrocomponent of learning.

Memory and its types as the basic process providing storing of knowledge in experience of pupils. Stages of storing.

1. up to the level of recognition,
2. -up to the level of reproduction with support on oral speech,
3. up to the level of reproduction without support on oral and inner speech.

Kinds of memorizing during storing knowledge – involuntary and voluntary, without and with use of means.

Storing of knowledge on the basis of involuntary memorizing in actions of building knowledge.

Voluntary memorization. Storing knowledge without use of means, “mechanical” memorization. Storing knowledge with use of means. Basic means of memorization – generalization and ordering, coding with the help of symbols, schemes. graphic and figurative modelling, linkage of new knowledge with the knowledge got earlier, use of mnemotechniques.

Components of the phase of storing the constructed knowledge as the second macrocomponent of learning.

Memory and its kinds as the basic process providing the storing of knowledge in the experience of pupils. Stages of storing – up to the level of recognition, up to the level of reproduction with support by outer speech, up to the level of reproduction without support by speech.

Kinds of memorization at storing knowledge – involuntary and voluntary, direct, (without means) and indirect (with means). Storing of knowledge on the basis of involuntary memory in actions of knowledge construction. Storing of knowledge by voluntary direct “mechanical” and voluntary indirect memory. The basic operations of indirect memorization – generalization and ordering, coding with the help of symbols, schemes, graphic and figurative modelling, linkage of new knowledge with the knowledge got earlier, use of mnemotechniques.

SECTION 2 Factors of the efficiency of learning

Factors of the learning process as determinants, i.e. the causes and the conditions determining the properties of its course and property of its results that is properties of acquired knowledges . A general characteristic of factors. Two basic groups of factors of learning – psychological and pedagogical factors..

Psychological factors

Psychological factors of learning as characteristics of all spheres of mentality of students – motives and will, cognition (of the world and of the Self, i.e.self-consciousness), emotions. Characteristics of cognitive sphere as factors – causes and factors – conditions, and the characteristics of personal spheres (motives and will, self-cognition, emotions) only as factors – conditions

Theme 3 Characteristics of cognitive sphere as factors of learning efficiency

Three basic groups of characteristics of cognitive processes and memories as factors of learning – qualities of of the previously mastered knowledge, a kind of knowledge – reproductive from messages, productive logical and productive intuitive, levels of development of cognitive abilities and memory and the corresponding specific features represented by types and styles of cognition.

Changes of the initial knowledge of students in the course of the new knowledge construction – restructuring, inclusion of new elements, inclusion in more complex knowledge as their components.

The influence of the mentioned qualities of the student initial knowledge on success of these changes.

Influence of a kind of cognition on the efficiency of learning – reproductive learning from messages takes much less time and is

less intense, productive logical cognition has average duration and intensity, productive creative cognition is the longest and intense with other things being equal.

Levels of the cognitive abilities development in reference to the mode of action (sensory- motor – the external mode of action, figurative and figurative-verbal – the internal mode of action), and also in reference to completeness and complexity of all kinds of operations, as well as to the degree of generalization, awareness and reflexivity. Corresponding to the levels of development the individual cognitive types (styles) preferred by different people – figurative – art and logical types, reproductive and productive, logical and intuitive, inductive and deductive, analytical and synthetic, visual, acoustical and kinesthetic and many other types as factors of learning.

Theme 4 The sphere of motives and will as the factor of learning efficiency

Motives as desires., inclinations, interests, values, etc. carrying out the role of direct drivers of activity, will as an incentive of activity at insufficiency, absence or presence of competing motives, and also blocking desirable, but forbidden actions

The basic classes of motives and purposes by the contents-: biological (health, normal life-support, etc.); financial – economic (money, well-being, etc.); work; cognition, knowledge and learning; morals; sociality (estimations, ranks, posts, the status, leadership, authority); dialogue; family, children; psychological (self-development, self-actualization, professionalism); aesthetic; leisure, entertainment, game. Hierarchy of motives and purposes by the importance.

When there is motivation the character and success of activity is determined by its intensity.

The motivation with optimum of intensity is considered preferable in comparison with will as incentive. The activity in this case is less intense and is carried out more easily with other things being equal. But it too has lacks. With reference to learning the most important among them are selectivity and narrowness of cognitive (« internal) motivation in overwhelming majority of cases (only mathematics, or history, or biology, etc.) is interesting.

Non cognitive (“external”) motivation of learning can be quite various as the knowledge and skills got in learning promote success in any kind of activity, directed on realization of different motives – professional – labour, material, social, psychological, etc. Thus, mastering of knowledge in any subject becomes mainly purposeful process and less selective as to study it is necessary to everything, that it is required to know for realization of external motives even if it is not so interesting. More often a mixed noncognitive, external and situationally cognitive internal motivation takes place. This or that subject is studied first of all because it is necessary, but at the same time it can appear also interesting.

Theme of 5 Characteristics of selfconsciousness and emotions as factors of learning efficiency

Components of selfconsciousness.- the students knowledge of their motives, will, cognitive and emotional qualities (images of Self, or a self-estimations), explanations of their own achievements and failures causes by their traits or external conditions (the locus of control and causal attributions, and also the general attitude(relation) to themselves on the basis of self-estimation and causal schemes.

Completeness and validity of knowledge of themselves the degree of its awareness, overestimating and understating of own capabilities and the importance of various values, the degree of

balance of accents on the external or internal causes of successes and failures, the positive or negative self-attitude as factors of learning efficiency.

Emotional processes and conditions as factors of learning. The ratio of sthenic and asthenic character of emotions with negative and positive modality, and also intensity of emotions as the main properties influencing the process of any activity, including learning.

SECTION 3 Pedagogical factors of the doctrine

Theme 6 The system of instruction as a set of factors of learning

The general nature of the human learning and instruction – transfer and mastering of the social experience. Components of the instruction system – the contents of instruction and the instruction process.

The contents of instruction as a pedagogical variant of the description and presentation of social experience, which should be acquired through instruction – scientific knowledge about the objects of nature, about society, mentality and methods of research, as well as practical knowledge of ways and means of human actions directed on transformation of various kinds of objects of reality.

The process of instruction as a component of the system of instruction. Instruction as transfer of the social experience and help to mastering it in learning.

Components and procedures of the instruction process – communication of knowledge and help in building it in the student mind, organization of work with the built knowledge and help in memorizing it, quality monitoring (testing and help in getting the feedback about the course and the results) of learning. Methods, forms and means of instruction and realization of all instructional procedures.

Methods of knowledge communication – informational (monological and dialogical), organization of knowledge self-building through problem solving with the teacher assistance (deductive and creative). Methods of organizing work with the built knowledge and help to memorize it – organizing involuntary storing in exercises (without or with stage-by-stage interiorization), voluntary routine (without means) storing, voluntary logical, associative (with

means) storing Quality monitoring – initial, formative, summative, using responses to tasks like questions, giving examples, deducing consequences, performing actions, solving problems – all with constructive or multiple-choice answers.

Forms of instruction as kinds of classes – lessons, lectures, seminars, practical works, independent studying and homework, etc.

Means of instruction and their kinds – means of reception, processing and presentation of the information with the help of different carriers (paper, electronic, etc.)

Theme 7 Characteristics of the instruction subject-matter and the components of the instruction process influencing efficiency of learning

Influence of the characteristics of knowledge as the subject-matter of instruction on the efficiency of learning.

Characteristics of the contents and the form of knowledge, offered for mastering, rendering essential influence on learning efficiency – generality, an optimal completeness and distinctness, different types of knowledge (empirical and theoretical, about structure, properties and relations of objects, processes and actions with them), the level of novelty of knowledge for pupils, logical strictness, a degree of unambiguity and a variety of the signs used as the form of knowledge.

Influence of quality of knowledge communication methods on efficiency of realization of new knowledge building in learning.

An information method – speed of knowledge building, direct personal influence of the teacher, including emotional, motivational, suggestive (in the variant of oral message), an opportunity to use different variants of statement and including the new information in the contents of training. Negative qualities of the method –

losses and distortions of the information by oral communication; an opportunity only to apprehend, but not to process the information; difficulty for the students to combine perception of the information and fixing it in their writing-books; passivity of the learners.

The method of independent logical building the new knowledge by deduction and induction. The method is rather effective in all cases when there is an opportunity of building new concrete knowledge from general one and general knowledge from the concrete one, the building of knowledge is longer, but more active and motivated and also the independence of learning is raised significantly..

The method of building new knowledge through problem solving (on the basis of research and the invention with the help of teachers) – demands creative building of the new knowledge, but at the big expenses of time and higher level of intensiveness, is considerably less effective for building knowledge, and is very effective for development of the student creative abilities to what it is basically intended..

Influence of the methods of organizing work with the built knowledge to be memorized on the efficiency of storing it.

The basic criteria for the efficiency estimation of methods of organizing work with the built knowledge for storing it – duration and labour inputs in memorization with the same quality of knowledge. Qualities of knowledge achievable in memorizing – levels of storing, of awareness, durabilities.

Comparative efficiency of the methods of organizing storing with application of variants of voluntary and involuntary storing – voluntary are less long, but are more intense and are labour-consuming, than involuntary, besides the involuntary memorisation during generation of knowledge or during their applications in exercises can be also quite successful if the building of knowledge and its application in exercises are complex and durable.

The efficiency of methods of organizing memorization with application of variants of storing with or without using means – the logical storing is longer and intense, than the routine one...

Theme 8 Organization of taking into account the individual differences of students in the course of instruction as a factor of learning efficiency

Taking into account the individual psychological differences of pupils as adaptation of individual characteristics of mentality of pupils to requirements of the instructional system and adaptation of the components of instructional system to individual characteristics of pupils.

The basic aspects and directions of adaptation of mentality to requirements of the instructional system and the pedagogical factors to individual psychological differences for the decision of the problem of successful learning and acquisition of necessary knowledge with the established characteristics by all pupils.

Adaptation of the students' psychological characteristics through teaching knowledge and developing in pupils abilities required for successful learning (sensual cognition, thinking, memory, etc.) and personality qualities (motivations, will, consciousness and reflection of own individual traits). The role of psychological support of learning, instruction and education in the mentioned kind of adaptation.

Adaptation of the instructional system components – contents of training, methods, forms and means of instruction, vocational training of teachers.

Concerning the contents of instruction (the taught knowledge that should correspond to the abilities and interests of students) – to provide completeness, level of generalization, different sign means of expression).

Concerning the methods of instruction – to use different variants of the informational method, of the method of drawing conclusions and of the problem solving method for help in building knowledge and suitable methods of memorizing organization on the basis of kinds of voluntary and involuntary storing, granting of an opportunity of the accelerated and slowed down realization of building and storing knowledge by different pupils up to the earlier or later ending of curriculums and grades of instruction. Use of valid methods of control of the initial levels of knowledge, development of abilities and personality traits with taking into account the Zone of Proximate Learning and Development

Concerning the forms of training – to use the kinds of classes allowing for individualization of educational interactions in dialogues (seminars and other classes in small groups), creation of homogeneous groups on abilities (with high, average and low abilities).

Concerning the means of training and control – to use the means for realization of processes of adaptation of psychological characteristics of pupils and adaptations of the contents, methods and forms of instruction – audio and video equipment, personal computers as means of individualization of training up to an opportunity to providing taking into account the individual of each pupil.

Concerning the vocational training of teachers – mastering by the teachers the ways of adapting the training system components (contents, methods, forms and means of training) to individual psychological features of pupils. Reflection of own typological qualities and first of all the style of cognition and learning and the control of its generalization and attributing it to all other people, that leads to blocking the individualization of learning and instruction.

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2. DIALOGUES

Ilyasov I.I., Nagibina N.L.

2.1 About bases of typological system

N: What is your opinion about the necessity of developing typologies for normal functioning of the psychological science and practice?

I: All adequate classifications are necessary in any science. Any field of knowledge deals with many facts and phenomena. To make them survivable it is necessary to systematize them, first of all, through generalization and classification.

N: At present the psychology of types is frequently opposed to psychology of traits, that is, each person is a « constellation of personal features ».

I: To my mind, this opposition is misunderstanding. Any characteristic is a trait. Therefore, when one opposes psychology of traits to psychology of types or to psychology of personality as, for instance, a set of senses it is simply an opposition of one psychology of traits to another psychology of traits, the one's own. And, certainly, everyone tries to prove, that the traits taken by her/him are most basic and important. I think, that more productive approach to this problem can be on the basis of a well known differentiation of object and subject characteristics as being general, particular and unique.

N: What do you mean?

I: I mean, first, quite a simple and trivial statement that among characteristics of people there are characteristics common to all people – all people have heads, hands, legs, all have desires, emotions abilities to think etc.

N: And what do you call particular and unique characteristics?

I: Particular characteristics are the ones that have only certain groups of people and not all the people. These groups can be even absolutely not numerous, this is not important. For example, there are rather large groups of people, who have certain specific desires in common and so the contents of their desires will be their particular characteristic. As well in emotions: people have different emotional reactions to events, but some people have similar features of emotional reactions, which is their particular trait. The same refers to intelligence, volition, imagery and so on.

N: Well, about unique features it is clear, they are traits, that belong only to one person, for instance, finger prints, may be the handwriting, a unique combination of psychological qualities, etc. What you speak, seems to be obvious banality. Why then in psychology this distinction of characteristics – general, particular, unique – is not used for the typological purposes?

I: As Aristotel said, even well-known, is very far from being known to all. Psychologists here are not exception.

N: How this gradation in generality of traits helps in type definition?

I: Very simply. The type, as a rule, is a particular group of people with common for them characteristics. That is, types are established on the basis of particular properties. Of course, there is a huge amount of them and consequently, every existing typology in psychology does not take into account all possible features completely.

N: But we are interested in the typology which allows make more precisely, fully and widely the forecast concerning traits of each concrete person. For example, when we have three grains – one leguminous, another rye and the third birch we can with high probability predict their development and characteristics of the mature plants. It would be desirable in psychology as well to do so and if we have people of three different types we would

be able predict the characteristics of their motivation, thinking, behavior.

I: The type itself already gives some characteristics. It is not necessary to predict everything. If someone is a visual type, this means, that one can process and use the visual information better. The type is singled out on the basis of a limited number of characteristics, but these characteristics are always connected with different sets of other qualities of the person.

N: It is clear, a good typology gives knowledge of connections of initial type features with a grater quantity of various other characteristics of a person, especially, if these connections are steady. Different psychologists and psychiatrists proceed in the classifications from the different bases. Certainly, it is convenient to have something visible as classification basis , for example, the body constitution and even temperament. But, as numerous researches and practice have shown, connections here are very ambiguous, and corelations are low. The classifications of psychological types on the basis of psychological characteristics have more stable and exact interrelations of basic and derivative traits within a type in cognitive and motivational spheres of mentality. For instance, rationality and irrationality, in my opinion, are very constant and also form numerous connections with other psychological characteristics.

I: The point is, that it is so not only in your opinion. The hypothesis about connections between irrationality – rationality and other characteristics of knowledge, and also features of people values were rather widely studied empirically, and the received results testify to presence here enough high and steady connections.

N: But these characteristics were used by few researchers, unfortunately. Why psychologists avoid them?

I: Do not avoid, simply do not use.

N: And why so to your mind?

I: Because in this question many orientations are determined more by the logic of individual investigations and predilections of scientists, than by the objective systematic and more comprehensive analysis of possibilities in the given area.

N: I studied definitions of rationality and irrationality, and also tests for measurement of these characteristics, and I can say, that there reigns a large variety of opinions. It is hardly possible to work effectively in such situation. But I understand, that, unfortunately, for such a thin matter it is difficult to find exact indicators. Probably, this is the problem for the future to be solved more successfully.

I: Yes, more perfect psychological knowledge in any area is a goal for the future.

N: But we should work with what we have now.

I: Now we have imperfect knowledge in which there are plenty of real problems, but also a lot of pseudo-problems and misunderstanding simply for the banal reason. Very frequently we use the same names for completely different things or different names for the same things. Therefore during discussions we speak about different things though it seems to us that we speak about same. And often enough this happens even in the work of one psychologist, when she/he does notice, that under the same term she/he means different things. In such situation it is possible to prove everything, A serious typology should have precise definitions of the basic concepts.

N: It is very difficult. The words in definitions people too may understand differently.

I: Yes, truly, but definitions should not be only verbal. It is necessary to supply definitions by examples, that is, so-called, ostensive definitions.

N: What it means?

I: Specifying, references to examples and samples. But the main thing is that there should necessarily be definitions of key words

and concepts, that in psychology is frequently broken. So what the authors mean under this or other term is offered to find out from the context. In result we also have, what we have.

N: And what we have?

I: Imperfect, uncertain and unconvincing knowledge which is difficult to develop and to apply in practice.

N: Well. Let's now turn to the typology which we offer. It seems to me, that we have found a very good name for it "Psyscosmology". Probably, it will seem to you too pathos and loud, but, I think, it reflects the very essence of our system of types.

I: In what?

N: First, it corresponds to traditions cosmological science regarding explanatory hypotheses: the world is arranged under laws which reflect the basic relations in the nature of the physical world and universe as a whole. Second, the model of system of psychological types turned to be a symbol of space composition, I have in mind the basic figures – a circle, a cross and twelve steady positions. Thirdly, even long ago Pythagorus, within the framework of his cosmological system, spoke about rationality and irrationality as a basis of dividing people on types.

I: For me everything, that you have told is a superficial content of the matter. All these abstract philosophical hypotheses and symbols, depicting their contents, are poorly connected to the concrete content of this system. From these general ideas, in my opinion, the principle of general bonds and natural functioning of the real world in which we live is important only. If cosmology is about the notion that all events both on the ground, and in space are natural and connected then all science is cosmology. Any scientific theory in psychology is cosmological too .

N: But we are the first in modern science to take this name.

I: Take, please, although I'm not sure, that you are the first. But in cosmology there is also a philosophical level of statements that

all laws are generated by some special supernatural forces. O'Key, the are welcome, but this is not science, it is philosophy, that is a set of beliefs. As is known, we are all believers: and those who considers, that there was a creator, and those who believe that there was not any creator of the world. Any proofs of the former or the latter here are impossible.

N: Ancient thinkers approached broadly to the notion of the original cause of the world, but it is already other theme.

I: Yes, Glory the ancient thinkers! I hope, we have talked enough about cosmology and now we can pass to business. And in our business about psychological typologies the main thing is to understand how to define the types. To what has already been told, it is important to add, that when we speak about some expressed particular qualities of people it is necessary to understand, that they are expressed in reference to other qualities of the same person, that is relatively and not absolutely. If someone has a developed logical thinking it only means it is advanced in him more, than her/ his figurative thinking. It may be stronger or weaker than in other people, but this is not for your types.

2.2 Psyscosmology and Socionics

Nagibina: The roots of the system of types in psyscosmology are in the Jung's system of types. In this connection it is very important to discuss the relation of the psyscosmology types to the system of types in socionics.

Ilyasov: Who knows about socionics and that it is based on the theory of Jung? First it should be mentioned, that socionics is a variant of development of the classification of types offered by Jung about 70 years ago. So socionics may be considered as a new jungian approach.

Nagibina: Well. Let it be so. In any way, the affinity of these typologies is obvious. First, there is orientation on the cognitive

functions – rational and irrational. Second, both the approaches state the polarity of rational and irrational functions.

Ilyasov: To put it more precisely. Everybody has rational or irrational functions as dominant or subdominant, i.e. the types are singled out by the relations of rational and irrational functions. Rationality has two different functions – thinking (logic) and emotion (ethic) and irrationality has two different functions – sensation and intuition. Besides, all of them have the orientation – extraversion or introversion.

Nagibina: I got acquainted with socionics in 1998, when first books on socionics appeared in the bookshops in Russia. By that time psychocosmology had already been developed in its main content. My first impression was a surprise: there was almost a similar approach in science. I felt that this may be a support. I had friends and like-minded persons. We had the identical problem of the mistrust in the official science.

Ilyasov: I think, you exaggerate the similarity of your system of types with that of socionics.

Nagibina: However, after all my acquaintance with socionics upset me. They didn't use experimental investigations and took the theory as instruction to act without any testing and verification of the theory. In my opinion this is the reason of many weak points of socionics.

Ilyasov: The name socionics is derived from the word "society" since Augustinavičiūtė believed that each personality type has a distinct societal role, which can be specified and explained by socionics. Socionics also includes a theory of intertype relations based on the interaction of these functions among different types. However, their typology is psychological knowledge. Jung was a psychologist and psychotherapist, not a sociologist. In socionics all the talks about sociology are either pure psychological knowledge or heavily based on it. Thus sociology is reduced to psychology, which is at least partially wrong.

Nagibina: You have, as always, flown away to the theme of terminology.

Ilyasov: No, this is not a problem of terminology. They distinguish and separate socionics from psychology. They declare: "We are sociologists, but not psychologists. Our subject matter is society and not psychic. So every psychological criticism towards socionics is irrelevant." To my mind, this is absurd.

Nagibina: Let's differentiate socionics and psychocosmology more exactly.

Ilyasov: The typologies of socionics and psychocosmology have rationality and irrationality.

Nagibina: Is this the difference?

Ilyasov: No, this is what they have in common. Moreover, the rationality and the irrationality in your system are not divided into parts. Extraversion and introversion in your system are presented as additional dimensions in the extended version of the type system. Besides, extraversion and introversion are viewed according to Jung as typological dimensions only in reference to pathology and are not relevant to norm, where each person can be both extravertive and introvertive. Further, Jung and socionics haven't such trait as direction of the functions to the world and to the self, which is used in your system. Therefore, these systems in their concrete contents are different. Besides, there are the types with equal rationality and irrationality in your system. Jung considered it impossible in the norm. So, the number of types is different. Moreover your model is not only classificational but integrational.

Nagibina: Is the unification of these systems possible? What do you think about it?

Ilyasov: It is possible if the advocates of socionics agree to include into their system the factor of functions orientation in addition to extraversion and introversion, to accept the existence of

mixed types in the norm and to clarify the difference in descriptions of rationality and irrationality and their components.

Nagibina: Their description of the so called ethical type is equal to my rational type directed to the self. Only the name is different.

Ilyasov: Then what, their ethics is your rational function directed to the self and their logics is your rational function directed to the world?

Nagibina: Yes. The difference is only in the name. I think their names are unnecessary. The main difference between ethics and logics is, to my mind, in the direction of the rational function to the self or to the world.

Ilyasov: I disagree. Ethics in socionics has the content, which is quite different from the content of your rational function directed on the self. Ethics in socionics is considered to be a rational evaluation (Jung called it emotional evaluation) of objects, situations, people. In your system of types the rational function (thinking) directed on the Self includes cognition in different forms – logical thinking and logical evaluation, the same being true with the rational function directed on the World. In socionics thinking and evaluation are distinguished and even opposed to each other, but yet both are treated as being rational . Here evaluation is meant to be emotional reaction and not thinking (following Jung). But emotions and rationality are quite different “songs”, quite different psychological phenomena. Only one author in psychology and philosophy considered emotions to be rational. This author is K.Jung. From very long ago the word “emotion” designates not cognitive function, but experiencing, for instance, joy or misery or other kinds of positive or negative feelings as a response to success or failure in satisfying the needs. These feelings occur on the basis of evaluation the situations as successful or not successful, but the feelings are not themselves evaluations. This is rather a frequent mistake of identifying the

effect (emotions in this case) and the cause (evaluation). Best regards to Jung and to socionics.

Nagibina: Moreover, if one reads the characteristics of types by Jung and by Augustinavichute one can see the differences. Augustinavichute goes from cognitive characteristics to emotional and volitional ones.

Ilyasov: Yes, perhaps, because of this she conducts comparisons of the socionical system with the classifications of types on the basis of the emotional components of psychic, such as the typologies offered by Leongard, Lichko, Kempinsky.

Nagibina: I would like to point to one more very important difference of our approach. We have been trying to build and verify our typology, using all the requirements of the methodology of science and contemporary psychology. Experimental investigations and researches with the help of biographical method are our first priorities in studying the types and their characteristics. As it is known, Jung didn't carry out experiments in this field at all, and based checking up his theoretical statements on the broad clinical experience. Jung's followers use very unreliable techniques – questionnaires developed by Myers-Briggs and Keirsey.

Ilyasov: And in your system there is an active employment of newly developed techniques in the form of objective and projective tests.

Nagibina: Yes, quite right, though we should have learned from socionics how to put into practice the scientific knowledge on a broad scale. Just in about 15 years socionics has become one of the most popular approach in practice. The labels “Robespier”, “Napoleon” and others are found in quite unpredictable places. While we were inventing and thousand times checking up the new testing instruments, new research techniques they have “trampled the glade off” We thought, that the large number of types in socionics would prevent from the practical implementation of

their system, but we have mistaken. The practice is longing for a working typology.

Ilyasov: I agree. They managed to advertize themselves as successfully as the stars of the show business do.

Nagibina: At any rate, this shows, that they are good practical psychologists and we are more researchers than practitioners, though we are now taking measures in this respect.

Ilyasov: Till psychologists keep distance from socionics and the latter oppose themselves to the former, the science looses and consequently the practice looses as well.

Nagibina: It seems to me, that the time has come for all of us to sit down at the negotiation table.

The main problem of socionics at present is typing. Up to now a reliable technique for the diagnostic of the socionics types has not been developed. Different socionics practitioners identify the types of the same people differently. It is very difficult for the beginner to puzzle out in this contradictory information (Oleg Hrulov).

Extraversion and introversion of types and functions were introduced in Jung's theory. There weren't the extraverts and introverts in his works. I considered his terms to be an archaism, a fad or uncourage to chose short terms. This drew me away. (Aushura Augustinavichute).

2.3 Psychomology and astrology

N.: Many people ask me: «your system is very much similar to 12 signs of zodiac, did you try to compare and relate your types with the types in astrology?» We investigated this relation, but significant connections have not been found. The idea of connection of the date of birth with the psychological type of the person seems to me not very adequate. Besides, at present there are

many scientific facts about individual differences of the twins even in a womb of the mother.

I.: The fact that already embryos are may be different is now a common place.

N.: Does not matter. My idea that it is not necessary to give such value to the date and the place of birth as it is done by the astrologists, but the idea of order and preestablished harmony of 12 character types, in my opinion, reflects well the real state of affairs.

I.: If you compare conceptions you can do it, at least, on two levels: empirical descriptions and theoretical explanations of types. Your empirical descriptions have similarity only in the very superficial characteristics, such as 12 types, the model has the form of circle. But the point is not in this.

N.: And in what?

I.: Their types differ from yours, first of all, in the hypothetical origin, and not in the empirical characteristics, although the latter also do not coincide in many respects. In your system there is no any statement about the origin of types. In this sense your system is a classical classification theory, whereas the astrological theory is a causal one.

N.: Some scientists think, that the important statement of astrology, is the idea of order in human psychic, and that the community of people is not chaotic, but carries in itself harmony of the world.

I.: Any typology shows that. So I do not see any advantage of astrology in it.

N.: But there is a symbolical level of an explanation.

I.: I don't know what you mean. Your cosmology and astrology are different theories. If you mean that at a certain level different theories become not different, then this requires special explanation.

N.: That is, you want to say, that psychomology and astrology in general are not connected in any way?

I.: There is only just casual external similarity. There is no system in the description of empirical qualities of people in astrology. Each person is an unsystematic dump of psychological qualities which is generated by a combination of stars at birth. In your typology already at the empirical level the person is a system of qualities, integral and interconnected.

N.: But I now speak not about separate persons or separate types, but about the harmony of the 12 types, which is important for the development of society. It is something similar to ideas of socionics.

I.: Yes. Any typology adheres to the same ideas, only it sees this harmony in own way. And the psychology deals not with society, but with separate people. It should study and explain their qualities and characteristic. Social harmony should find an explanation in harmonious interaction of persons as carriers of systems of qualities and characteristics.

N.: That is, you reject that astrology has any sound predictive force, but they exactly emphasize it.

I.: And what are the results of this emphasis? The fact is that their predictions in practice and in science do not prove to be true even at a level of the lowest correlation. And as to their theoretical representations, as I have already said, they are on the level of myths, which were and remain completely not proved hypotheses.

N.: I would like to transform this beautiful myth into a reality, but not regarding its explanatory ambitions.

I.: Regarding the description astrology also is not a myth. It is simply imperfect empirical knowledge.

N.: But we also try to make it more perfect.

I.: God bless you.

3. PSYCHOLOGICAL CLASSIFICATIONS

Nagibina N.L.

Classification is one of the basic devices used by psychologists for the description of distinctions between people. The problem of finding the essential grounds for the classification psychological types, that is the grounds determining a more broad spectrum of derivative characteristics has always been crucial for the differential psychology.

Historical background

The logic of development of classification hypotheses in psychology

The entire history of human studies from the system-classification position reveals itself as arena of struggle of two opposite methodological directions, the goals of which were:

1) to “catch” the central organizing link, some kind of the motor of all design, and to distribute people by the qualitative specificity of these central links;

«The typological approach consists in the global perception of the person with the following reduction of variety of individual forms to a small number of the groups uniting around the representative type» (Meili, 1960).

2) to decompose the psychic to its components in order to understand the work of parts and to create a classification on the basis of differences in the structure and quality of parts.

«It is necessary to reduce all the personality character traits to the elementary mental elements and to the elementary forms of the basic psychological laws, revealing the nature of the discovered ties» (Polan, 1894).

At present there are several thousand of various psychological classifications that point to these or other distinctions between people or mental characteristics as such.

The classifications may have different ground scales of generalizations, degree of inner strictness.

Classification of people and classification of psychological characteristics

The logic of psychological classifications development demanded parallel existing of two scientific approaches: one of which was named «psychology of types», and the other — «psychology of traits». In the course of time both the approaches shifted towards each other: the psychology of types – in attempts to understand the structure of psychological traits of every type, trait psychology – in attempts to achieve more high and system generalizations.

«As soon as the fact that the observable traits do not corresponds to separate essential psychic characteristics and rather are only aspects of the personality and behavior, received general recognition immediately appeared the necessity to reveal the fundamental factors behind the traits. Haimans and Virsma as well as other scientists after them tried to solve the problem. However all these researches had a fragmentary character, their results have been caused by preliminary hypotheses, and the choice of traits as a rule was determined by the personal view of the researcher» R.Maili c.228.

An example of trait psychology development (stages):

Singling out the types of love as psychology of traits. In the Antique time the typology of love kinds was very popular, which comprised:

Eros – a passionate physical and emotional love based on aesthetic enjoyment; stereotype of romantic love.

Ludus – a love that is played as a game or sport; conquest.

Storge – an affectionate love that slowly develops from friendship, based on similarity (kindred to Philia).

Pragma – love that is driven by the head, not the heart; undemonstrative.

Mania – highly volatile love; obsession; fueled by low self-esteem.

Agape – selfless altruistic love; spiritual; motherly love.

Every person, as a rule, possesses all the possible types of love, but in different proportion. Which can be expressed by the profile characteristic with ups and downs.

The Types of people with similar profile characteristics combined into classification of higher level.

The example of type psychology development (stages):

1. Singling out groups of people that have obvious dominate of conscious cognitive operations — “Rationals” or unconscious operation out — “Irrationals”.

2. Pick out the specific cognitive abilities connected with rationality and irrationality.

3. A network for the profile characteristic is worked out which is typical for rationals and irrationals.

In the course of development of psychological as a science and practice understanding comes that human is «microcosm» which has all traits properties and characteristics but they are distributed according to certain systemic laws, which should be yet discovered.

The scale of system of psychological types

Cosmologies

Systems of views about the material and mental world based on principles of harmony, common universal laws of the nature and mind, have greatest scale and orderliness. Everything including the principle of psychological classification, has mathematical accuracy and clearness. The typology has the subordinated role, it reflects the natural belonging to cosmic laws.

Example: Psycosmology

Formal typologies

Classifications that included stable types singled out on the basis of some psychological or anatomo-physiological traits

refer to formal typologies. The formal typology may have quite varies scale. Often these are typologies on the basis of behavior particulars in certain activity.

Example: Witkin in 1954 singled out the types of people as field dependent and field independent. The field dependent do not see a simple figure in a complex geometrical background. The field independent can single out the figure from complex geometrical background.

Dynamic typologies

The dynamic typologies are connected with change and transformations of people, with going through stages in their development (biological, psychological, social).

Example: From the psychoanalytical point of view, the child in her development undergoes in a number of psychosexual stages which creates a particular make up of soul and mind, being a sort of psychological type.

The man in the development is viewed as an autoerotic creature that receives sensual pleasure from stimulation of erogenic zones of the body by the parents or other people during the process of rearing. Freud believed that for every such stage there is a particular erogenic zone.

The man goes through certain stages in the development of self-consciousness in the search of Self. Karl Jung considered the Self to be a central archetype, the one of order and wholeness of personality. Jung called ability of man to self-cognition and self-development as individuation confluence of her/his conscious and unconscious. The first stage of the individuation is the acquisition of the element in the structure of the personality psychic called – person or mask hiding the real self and the unconscious, called the shadow. So the second stage of the individuation is awareness of the shadow. The third stage is meeting still other components of psychic – called Anima and Animus. The last stage of

individuation – development of the Self, that becomes the new center of soul. It brings unity and integrates a conscious and unconscious material. All the mentioned stages intersect. The man constantly and repeatedly returns to old problems. Individuation may be depicted as a spiral in which the man continues once and again deal with the same fundamental problems, each time in a more subtle form.

Modeling of systems of psychological types

In modeling of psychological systems the systematization and classification play a very important role. With the development of statistics in the description of weight of the trait (or type) in society character of the trait (type) distribution is very important. It is also important, if the distinctions of trait have a quantitative or qualitative character for the adequate interpretation of practically every research in the field of differential psychology understanding of certain fundamental statistical concepts is required. “There are at least three various theories of the psychological types worked out by psychologists. Some authors represent types as separate classes that excluded each other. Some others psychologists accept the theory of types as more or less detailed trait theory, defining the types as poles of one and same continuum between which people may be ranked by the law of normal distribution. The adepts of the third view believe that the types differ from the traits by having multimodal distributions in which the people are grouped with in definite points, representing pure types”. Stagner, 1948.

Distribution of the traits

The more distribution is fundamental and doesn't depend on cultural factors. The majority of measuring instruments (tests) are constructed so that the trait could be normalised with the normal distribution term, if distinctions have quantitative character. For instance, the traits which enter the base of personality named the Big five have normal distribution.

Example: the Extra-introversion. The majority of people have ambivert characteristics on this scale.

Strict sets

If characteristics have not quantitative, but qualitative distinctions they are usually described as strict sets.

Example: Righthanders, lefthanders. The deaf and hearing. Types by Jung in socionics.

Nonstrict sets

It is very seldom that a certain quality is stably absent absolutely in psychic. Therefore, in most cases, it is useful to use mild classifications which reflect real character of distribution more precisely.

Example: Typology by E.Krechmer or W.Sheldon.

Complex models

More complex and systematization models take into account the fact that may meet both quantitative, and qualitative distinctions of traits. The distributions of these traits as clear connections may form types which in term have enough strict and steady distribution in society.

Example: Psychocosmology model in a context of general, typological and individual.

System classifications

The system classifications proceeded from the postulate that whole is not a sum of the parts, but is a system of higher organization. The basis of classification often was searched for in laws of Universe functioning. The properties of classification: strictness (everyone belongs to one and only one class and remains in it for the whole life), quantity of classes is determined by laws of the Universe, the organization of psychic is a part of the more general system of functioning of the Universe. Examples: Astrological (Egypt, Babylon, Greece, the Classical antiquity), astro-musical system of types (India).

«The foundation of development of practices, known nowadays as“ the western astrology ”, was the Mesopotamic astrology whereas the Chinese tradition became a core of systems so-called “ Eastern astrology ”. As to astrological systems of Mesoamerican indians and druids, they haven’t survived till present time in the living tradition and are now reconstructed only some with some degree of autenticity. Original astrological systems arose, probably, in other regions of the world as well, but they were quite regional (astrology of inks or original Javano-Balyiskian astrology, based on a “vuku” calendar». Denis Kutalyov. Astrology as historical and cultural phenomenon.

An interesting development of this idea can be found in Johann Kepler’s works which really continued the traditions of astro-musical systems, having joined physical and mental laws in the theory of resonance.



Johann Kepler and his Cosmology

«In his exposition astrology became similar to the physical theory of resonance. The stars themselves do not influence the destiny of people, but the soul of man at the moment of a birth imprinted the angles between the stars and the following life reacted to them in specific ways“. Ju.A.Danilov Harmony and an astrology in Kepler's works.

A somewhat different approach to problems of astrological knowledge can be observed in Karl Jung's works. Astrology, as Jung believed, – “is the top of all psychological knowledge in antiquity”, the gist of which is in imprinting the symbolical configurations in the form of collective unconscious. “Astrology as collective unconscious to which the psychology addresses, consists of symbolical configurations:“ planets ”are Gods, the symbols of power unconscious” [Semira, Vetash, 1994, p. 13].

Domination of one of the four cognitive functions (thinking, emotion, sensation or intuition) builds up the ground the basis for the classification K. Jung on the basis of his great clinical experience. Upgreating of this typology was done by Aushra Augustinovichute (socio-nics) and I. Myers-Briggs with her mother K. Briggs.

Specific classifications

The classification more often touched upon the characteristics connected with sphere of social interaction. They were build as a set of bipolar traits in which the dominant of certain trait made accent in character of man. The characteristics of specific classifications are: the absence of a clear borders between classes, the man can pass from one class in another under the influence of the external and internal reasons, the number of classes depends on position of the author of classification.

Examples: Socially-characterological (Theophrastus), socio-political (Plato).

The Characters by Theophrastus deserves a separate mention. The work contains thirty brief, vigorous and trenchant outlines of

moral types, which form a most valuable picture of the life of his time, and in fact of human nature in general.

According to Plato, a state made up of different kinds of souls will, overall, decline from an aristocracy (rule by the best) to a timocracy (rule by the honorable), then to an oligarchy (rule by the few), then to a democracy (rule by the people), and finally to tyranny (rule by one person, rule by a tyrant) One of the first typology of man, based on his values is Plato's typology. Plato singled out following types:

1) aristocratic characterized by dominant of the higher side of soul, aspiration to true search;

2) timocratic characterized by strong development of ambition and inclination to struggle;

3) oligarchic characterized by greediness, many grubbiness, restraint and thrift;

4) democratic characterized by moral instability, and aspiration to constant change of sensual pleasures;

5) tyrannic characterized by dominant of lowest animal attraction.

The specific classifications are often build by practical workers on the basis of concrete activity. Within any activity one can find many very different classifications.

Mixed classifications

The characteristics of the classifications: combination of strictness and flexibility. There are laws of Universe, which determine strict classifications and there are earthly laws which act on another level, not destroying the strict classification, and creating variations within one class, contributing the system flexibility. The man as a part entered more general systems – the Universe, the Society. However the man himself was an independent system with his own inner world, with his contradictions, unique way of life and experience, a disposition and levels of development

of inner selves. The philosophers looked upon the man from a far distance, doctors had to see the particulars his physical and psychological organization.

The typology of Hippocrates found in every reader, become a combination of the theoretical ideas and practical methods. Remaining on the positions of cosmologists concerning the nature of human soul, he raised the questions about the structure and functioning of different psychical and physical organizations of the social man and developed the typology of temperaments.

Contemporary systemic classifications are represented by works of Karl Jung, Hans Eysenck, Ludmila Sobchik, Leonid Dorfman, Nataliya Nagibina and others. The authors of contemporary systematic conceptions try to generalize as much as possible results of empirical researches of individual characteristic of man within the frameworks of one typological model. Such model, as a rule, is the center of the construction uniting the general, typological and individual psychological characteristics of man. As examples of such systematic classification may serve the Theory of leading tendencies by Ludmila Sobchik, Psychocosmology by Nataliya Nagibina, the Concept of the meta-individual world by Leonid Dorfman.

The theory of leading tendencies L.N. Sobchik (scheme).

The theory of leading tendencies layed in the basis of methodology of psychodiagnostical research, allows to understand the complex construct of personality in all its completeness. According to this theory, the integral image of the personality includes emotional sphere, individual style of cognition, the type of interpersonal behavior, strength and direction of motivation. The comparative analysis of the psychodiagnostical indicators received in successive studies of different levels of self-consciousness (objective unconscious, actual-subjective and ideal "Self"), reveals the zone of the inner conflict, level of self-understanding and ability

of the individual to self-control ". L.N. Sobchik. Psychology of Individuality. 2005, p. 15

Selection of classificational grounds

The theoretical analysis and the empirical verification of the classificational systems of psychic have been undertaken by a number of authors in the XX-th century (K.Jung, H.Eysenck, R.Meily, V.S. Merlin, L.N.Sobchik, L.Ja.Dorfman, E.P.Ilyin, N.L.Nagibina and others).

Bodily and formal-dynamic characteristics as grounds for classification.



Temperaments

These classifications are more often used by the clinical psychologists and the psychiatrists.

Example: The Hippocratic school held that four humours: blood, black bile, yellow bile and phlegm consists the basis for the four types of temperaments.

Example: Kretschmer's classification system was based on three main body types: asthenic/leptosomic (thin, small, weak), athletic (muscular, large-boned), and pyknic (stocky, fat). (The athletic category was later combined into the category asthenic/leptosomic.) Each of these body types was associated with certain personality traits and, in a more extreme form, psychopathologies.

Example: American psychologist William Herbert Sheldon associates body types with human temperament types. Sheldon proposed that the human physique be classed according to the relative contribution of three fundamental elements, somatotypes, named after the three germ layers of embryonic development: the endoderm, (develops into the digestive tract), the mesoderm, (becomes muscle, heart and blood vessels), and the ectoderm (forms the skin and nervous system).

Sheldon's "somatotypes" and their supposed associated physical traits can be summarized as follows:

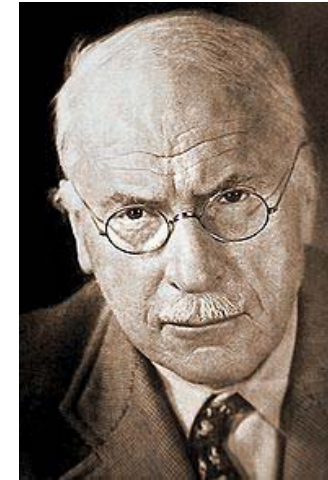
Ectomorphic: characterized by long and thin muscles/limbs and low fat storage; receding chin, usually referred to as slim.

Mesomorphic: characterized by medium bones, solid torso, low fat levels, wide shoulders with a narrow waist; usually referred to as muscular.

Endomorphic: characterized by increased fat storage, a wide waist and a large bone structure, usually referred to as fat.

Cognitive characteristics as grounds for classification

Cognitive characteristics as grounds for classification become very popular in XX century.



Karl Jung

Table 1. Some **examples** of classifications on the ground of concrete kinds of getting and processing informations

Classificational ground	Interpretation	Authors
Analitical (differentiating) / Sintetical (integrating)	Analitical show the tendency for perceiving separate parts and properties having difficulties in catching the whole structures oriented on distinctions. Syntetic perceive the phenomena as integrated whole, seeing the similarities in the parts.	Gottshald, 1914 Roschach, 1921
Thinkers / Artists	Thinkers have as dominating the second signal system. Artists have as dominating the first signal system	Pavlov, 1927
Objectivists / Subjectivists	The objectivists are characterized by steady, narrowly directed and precise perception. The subjectivists are characterized by more broad perception field with subjective interpretation, supplementing perception.	Angyal, 1948

Rationals / Irrationals	Rationals have fir their main leading function conscious logical thinking. Irrationals have for their main leading unconscious sensations and intuitive thinking.	Jung, 1902
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Values and motivational characteristics as grounds for personality classifications

The sphere of personality values and senses is situated at the crossing point of two large areas of psychic: motivation on one side and the world outlook structure on the other. The sphere of values and senses with its unique picture of the world is the core of personality. Most bright psychological ideas concerning the sphere values and senses are presented in the work of E.Fromm, M. Rokeach, A.Maslow and others.

For example, M.Rokeach treats the values as a kind of steady conviction that a certain goal or way of living is more preferable than some other. The human values are characterized by the following main properties:

1. The whole number of values of a person is relatively small.
2. All people have the same values, although in different degrees.
3. The values are organized in systems.
4. The sources of human values can be tracked down in culture, society and its institutions etc.
5. The influence of the values can be traced practically in all social phenomena, deserving studying.

M.Rokeach distinguishes two classes of values – terminal and instrumental. He defines the terminal values as convictions that a certain final goal in individual life (for instance, happy family life, peace in the whole world) from the personal and the social point of view is worth to be pursued. The instrumental values are beliefs that a certain way of performance (for instant, honesty, rationalism) is from personal and social points of view preferable in any situations. In fact, the distinction between the terminal and instrumental values

coincides with already existing, rather traditional differentiations of values-goals and values means. The system of personality values orientation as well as any psychological system can be represented as “multidimensional dynamic space”.

Example: Eric Fromm describes the ways an individual relates to the world and constitutes his general character, and develops from two specific kinds of relatedness to the world: acquiring and assimilating things (“assimilation”), and reacting to people (“socialization”). These orientations describe how a man has developed in regard to how he responds to conflicts in his or her life; he also considered that people were never pure in any such orientation. These two factors form four types of malignant character, which he calls Receptive, Exploitative, Hoarding and Marketing. He also described a positive character, which he called Productive.

Example: N.Losski picked out three three types of characters.

1. Gedonistic type with domination of lower, sensualistic drives suppressing all higher aspirations. The people of this type are completely under the influence of the biological nature. Their selfs is not yet mature.

2. Egoistic type. Their Self is quite mature and decorates all the strivings deeds and feelings. The Self (I) prevails in their consciousness and they are striving to broadly expose it in their activities.

3. Superpersonal type. Their aspirations similarly to those of the first type, are as if given outside, but their source is not in the physical needs of the body, but in the factors of higher order, namely: in higher religious, scientific and aesthetic strivings. Such people act as if not on behalf of themselves, but on behalf of the higher will, which they recognize as the rules of their deeds.

Losski points out, that it is impossible the sharp boundary between the three types, as there are intermediate types, that are transitional from one category to the other.

Bounded complexes of cognitive characteristics, values and motives as ground for personality classifications

Example: E.Spranger distinguishes six types of personality, which connect cognition and values correlating the personality type with cognition of the world.

- The Theoretical, whose dominant interest is the discovery of truth. A passion to discover, systemize and analyze; a search for knowledge.
- The Economic, who is interested in what is useful. A passion to gain a return on all investments involving time, money and resources.
- The Aesthetic, whose highest value is form and harmony. A passion to experience impressions of the world and achieve form and harmony in life; self-actualization.
- The Social, whose highest value is love of people. A passion to invest myself, my time, and my resources into helping others achieve their potential.
- The Political, whose interest is primarily in power. A passion to achieve position and to use that position to affect and influence others.
- The Religious, whose highest value is unity. A passion to seek out and pursue the highest meaning in life, in the divine or the ideal, and achieve a system for living.

One dominating value corresponding to every type.

Contemporary problems of psychological classifications

The problems of psychological classifications are caused the high complexity and mobility of psychic. To classify the objects of the material world is more easy a task.

In psychology we study consciousness with the help of consciousness. Here new possibilities are opened and the same time new limitations accrued, in part, due to the subjectivity and the necessity to overcome it as it is known, in the psychic there

are conscious and unconscious cognitive processes. They often take place separately, as two different means to get knowledge (information) about situations in the world. Because of this, for instance, estimations of personality characteristics with the help of projective tests (with are addressed mostly to unconscious properties) often contradict to the results of self-estimations made with help of questionnaires (which are based on consciousness).

For determining of psychological type of a person, it is important to have a measuring instrument (test, inventory etc.), that is calibrated to reveal not the present and actual situational characteristics, but the opens which are typical, repeating with higher probability in the course of life. That is why the methods, which allow to see the present characteristics through the prism of the person whole life: biographical, structured talk, longitudinal observation in real situations) are very important for the psychologists. Such methods are well developed in the clinical psychology. In the work with healthy people the use of these methods is rather narrow.

Example: The program of personality measuring by A.F.Lazurski.

Training qualified specialists in the field of research and diagnostics of psychological types is a particular problem. Here a whole complex of specific knowledge and skills is required. For measuring psychological types it is important to have the ability to see not separate fragments of the psychic reality but operating with the systems (cognition, motivation, values, will, emotions, self-consciousness) and taking into account their wholistic character, to master the knowledge of steady variants of these systems and skills to compare their properties. The comparing and estimating the systems are more difficult in the absence of the reliable methodological base: there is no a generally accepted opinion on what to compare and how to estimate.

For investigation the types it is necessary to be able to use both the qualitative and quantitative methods of empirical reality research, taking into account the following factors:

1. The scale and the complex character of research (the possibility of keeping under control several plans of different scales).
2. The character and specificity of distribution of properties and characteristics in the studied environment.
3. The adequate number of subscales, not violating the completeness and the constructive validity of a psychological traits.

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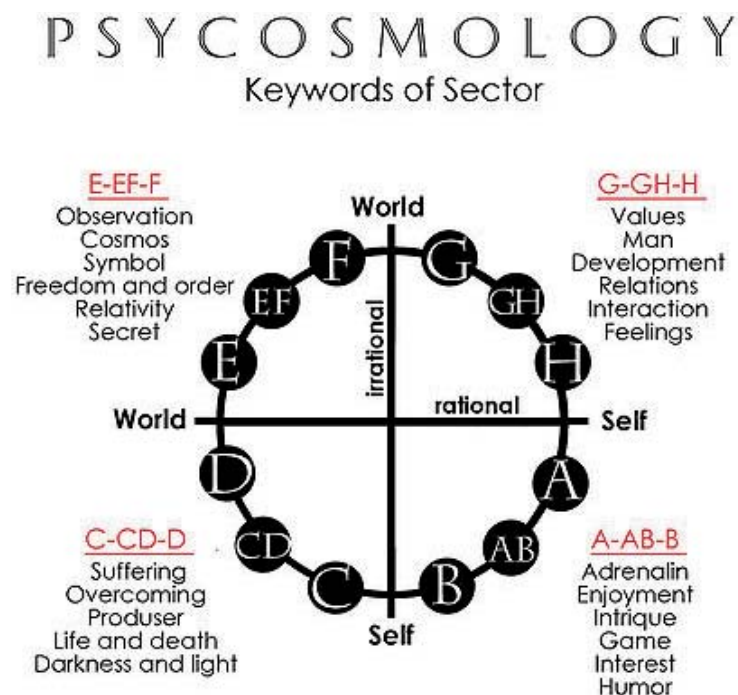
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4. PSYCOSMOLOGY

Nagibina N.L.

Psych cosmology (greek. ψυχή – soul; greek. Κόσμος – “ordered”, “beautiful” – a structure, the Universe, a universe, greek. λόγος – “thought”) – system of psychological types. The ground of type classification in psych cosmology is the correlation of rational and irrational cognition of man and direction of both kinds of cognition on the World and the Self.



Status of Psych cosmology

From its very origin psych cosmology was viewed in two different contexts: as researching the types of human psychic and as the

practice focused on creation of conditions for the maximum realization of the man's potential and regulation of human interrelations on the basis of taking into consideration her/his type of cognition. These aspects, in fact, are complementary for each others. In determining the peculiarities of manifestation of psychotype in style of activity and communication the methodological and diagnostical development of typology is very important. The title “Psych cosmology” has been introduced by N.L.Nagibina, the author of the system in 2007. (Before this the names were: “The system of type by Nagibina”, “Typology by Jung-Nagibina”) for designation the ontological status of typology. Traditionally object of research in cosmology was the Universe and its composition at both the levels (mental and physical). Recently the accent in cosmological investigations has shifted to physical world, and even more narrow to origin of the Universe. The level of psychic is excluded from cosmology. However, in this case, the main idea of cosmology – unity of a universe and its integrity combining the mental and physical worlds was broke. Psych cosmology makes accent on a psychic component of the existing world which is equal in its rights with the physical component of the Universe.

Status of Psych cosmology as sciences

At present psych cosmology is a scientifically accepted empirical classification: it learns on the facts, statistical analysis of feature distributions and bounds of the psychological characteristic, their empirical reliability and validity. Psych cosmology as empirical classification has been successfully defended before the council at the department of psychic system studies and the department of personality studies in the Institute of Psychology under Russian Academy of science (25.12.2000), as well as before the scientific council at the department of psychology in Moscow State Lomonosov University (22.11.2002) and before the scientific council at the Moscow University for humanities (2006 – four

dissertations), also before other council and commissions of experts. The essential basis of the given empirical classification lies in studying every day cognition of people where observation of activity styles with the help of worked out special methods and techniques allows for revealing facts and their laws. Create attention in the researches is paid to the ecological validity of them. In this connection such kinds of empirical researches as experiments under conditions closer to real ones, structured observations etc.

Status of Psychosmology as practice

The goal of psychosmology is to implement the knowledge of the preferred activity styles and the peculiarities of communications, by all people, as much as it is possible, for optimizing human relations and cooperative activities. At present psychosmology is used in education especially in teaching future musicians and other creative professionals, in a number of organizations for optimizing the personal work activity, and also in psychotherapeutical and consulting practices.

Psychological type

The psychological type (in psychosmology) is the type of man psychic, which is determined by the correlations and directness of consciousness (rational) and unconsciousness (irrational) cognition of man. The psychotype causes the dominating in the psychic was of getting and processing information, the possibilities of man in interaction with the environment, his/her strong and weak sides. All together 12 types are established and considered in psychosmology. These types are distinguished by the preference and orientation of conscious and unconscious cognition.

Set of cognition

Set of cognition (in a psychosmology) is an orientation of the conscious (rational) and unconscious (irrational) cognition of the person. Quadrants of system correspond to four types of orientation:

The lower right quadrant – subjekt-centered (subject-oriented) set of both conscious and unconscious cognition.



A-AB-B

I and the World are imposed on the uniform power field of interactions and influences.
The world (relevant) is what or to whom my influence can be extended to. I analyze myself and the world in subjective logic.

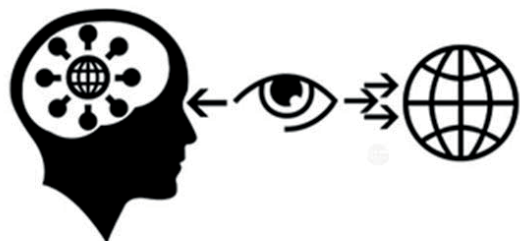
The lower left quadrant – subjekt-centered (subject-oriented) set of unconscious cognition and object centered (object-oriented) set of conscious cognition.



C-CD-D

The person perceives the world in two logics – subjective and objective. The world of bright sensual interactions with people and things is perceived in subjective logic. The world over which it is possible to make experiments, is studied with the purpose to subordinate it in objective logic.

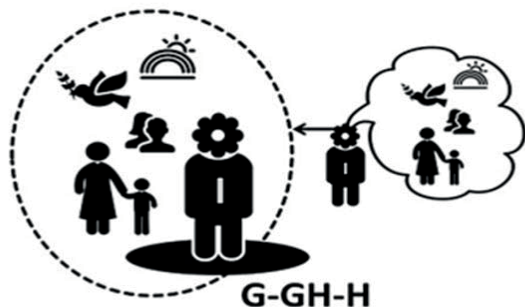
The top left quadrant – objekt-centered (object-oriented) set of both conscious and unconscious cognition.



E-EF-F

I perceive and study the world in objective logic. The sense organs are intermediaries in interaction I with an environment. The internal scheme (a mental image of reality) is constructed of interactions of the I and the World (a look from outside). The sense organs "take out" information for its subsequent processing.

The top right quadrant – objekt-centered (object-oriented) set of unconscious cognition and subject-centered (subject-oriented) set of conscious cognition.



G-GH-H

I perceive the world in two logics – objective and subjective. The I is perceived by the world (this plan is always present) as an observer from outside. The world as observer is objective. In subjective logic the I perceives the environment. A lot of things depend on already developed opinion, fashion, mood.

Model of system of psychological types (Psychosmology)

The founder of psychosmology Natali Nagibina has worked out the model of the system of psychological types and the main statements of the system, which finally, after a number intermediate

hypothesis turned towards 1999 to a balanced and coordinated systemic empirical classification.

“Up to now the majority of scientists have not acknowledged the fact, that there exists subordination of psychological characteristics to lows and relations of more higher level, i.e. the psychic of every man is not just a combinatorial and accidental set of features and peculiarities, but steady enough “entities”, “grains”, “sense nodes”, containing in themselves all the properties of concrete psychological type”, – believes N.Nagibina.

The main statements of the system

- The ratio of dominance of rational and irrational cognitive functions in the structure of individuality is quite constant.
- Rational (conscious) cognition and irrational (unconscious) cognition have two poles in directness (orientation) – on the world (objectcentred) and on the self (subjectcentred).
- The model of the system is depicted as a circle with the horizontal and vertical axes representing rational (horizontal) and irrational (vertical) cognitions and the ends of the axes showing their orientations on the world (the left end for rational and the upper for irrational cognitions) and on the Self (the right end for the rational and lower end for the irrational cognitions). Each type occupies a definite position on the circle, which is determined by the dominance ratio and directness of cognition in the structure of individuality.
- The type position on the circle is connected with the qualitative peculiarities of cognitive functions (perception, memory, thinking) as well as the hierarchy of values and motives of man.
- The variations of behavioral characteristics of representing of the same type depend on:
 - dynamic and anatomical characteristics of the psychological conditions (the type of higher nervous activity, pathologies, traumas, etc.)

- social features (ethnicity, social status, etc.)
- education and personal history
- intellectual and creative potential
- Potentially every man can have all possible types and positions on the circle. The hierarchical structure of system of types and their positions corresponds to the nested doll rule and manifests itself as a system of integral personalities.
- The psychological type may be assessed by reflective awareness and manifestations in the situations of interactions with objects and subjects.
- The model of the system is a multidimensional space in the form of circle with 12 basis types and their positions, through which the curves of distributions of personal, temperamental and intellectual characteristics go.

Psychosmology – system of psychological types

The system of types takes the dominance ratio of rational and irrational cognition as the basis for the types classification. Rationality is understood by the author of the system as conscious fulfillment of operations of analysis and synthesis in cognition. Irrationality – as unconscious analysis and synthesis.

As a hypothesis about the material substrate which is the place in the brain, where the processing of information, the author of psychosmology assumes that the substrate of the rational cognition directed on the World is the left hemisphere and the substrate of the rational cognition directed on the Self is the right hemisphere.

The substrate of the irrational cognition directed on the World are three upper bundles of autonomic nervous system and – of the irrational cognition directed on the Self – the three lower bundles of the autonomic nervous system.

Psychosmology in the context of the general, typological and individual

Among the psychological characteristics there are general ones, common to all people, pointing to belonging to species

“homo sapiens”, typological – common to groups of people and individual – distinguishing a concrete man from all other people. At present there is a great number of classifications (typologies) in psychology by very different basis. The majority of typologies have been worked out by psychotherapists for clinical purposes. Psychosmology is a typology within the norm.

The author of psychosmology managed to find non contradictory combining in one system the general, typological and individual characteristics. This is rather rare a case in the psychological science.

The procedure of type determining

The procedure of type assessment may differ depending on the degree of the assessor skill development and can comprise from 1 to 3 steps. The three steps are:

- determining the dominance ratio of rational and irrational component in cognition
- determining the directness of irrational cognition
- determining the directness of rational cognition

For orienting in the key words for every quadrant of the system and every type in a concrete quadrant the procedure includes 2 steps:

- assessing the quadrant
- assessing the ratio of rationality/irrationality.

When orienting on the formed standards for every type – the assessing consists of one step.

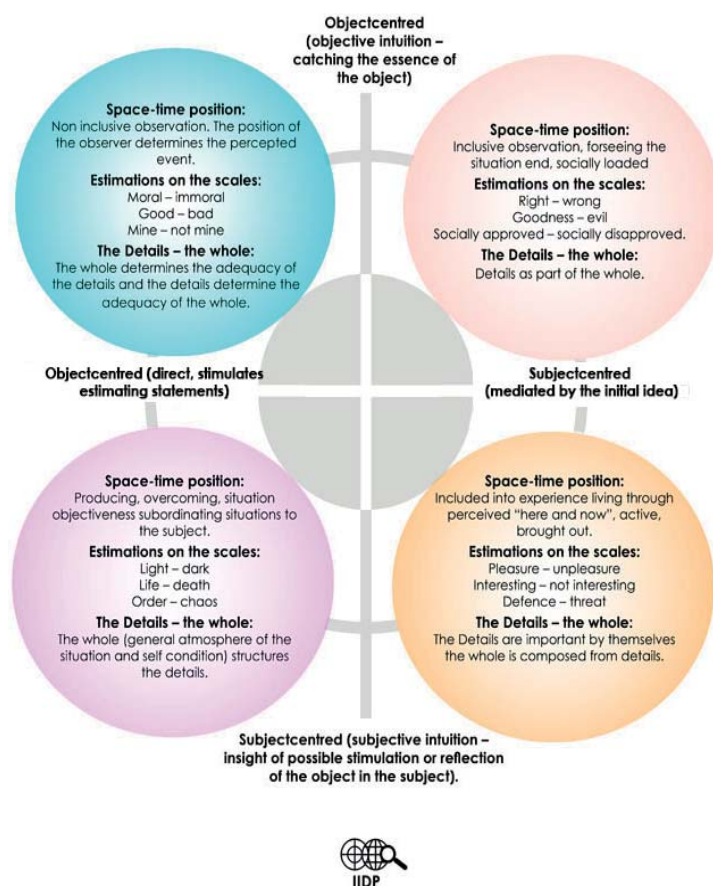
Perception in the types of the system

Perception is a very important characteristic of personality. It has peculiarities connected with the cognitive type of person. These peculiarities can also serve as criteria in determining the personality psychological type. The perception of people with domination of rationality in cognition is “direct” getting the information like a sponge (without the rational filter). The perception of people with

the prevailing rationality in cognition is mediated by the thinking operations (checking against the memory traces Neisser) or against the harmony with situation (James).

Besides, the perception can be subjectcentred (directed mainly on the sensation of the subjects body), or objectcentred (directed mainly on the intuitive catching the essence of an action, phenomenon, man).

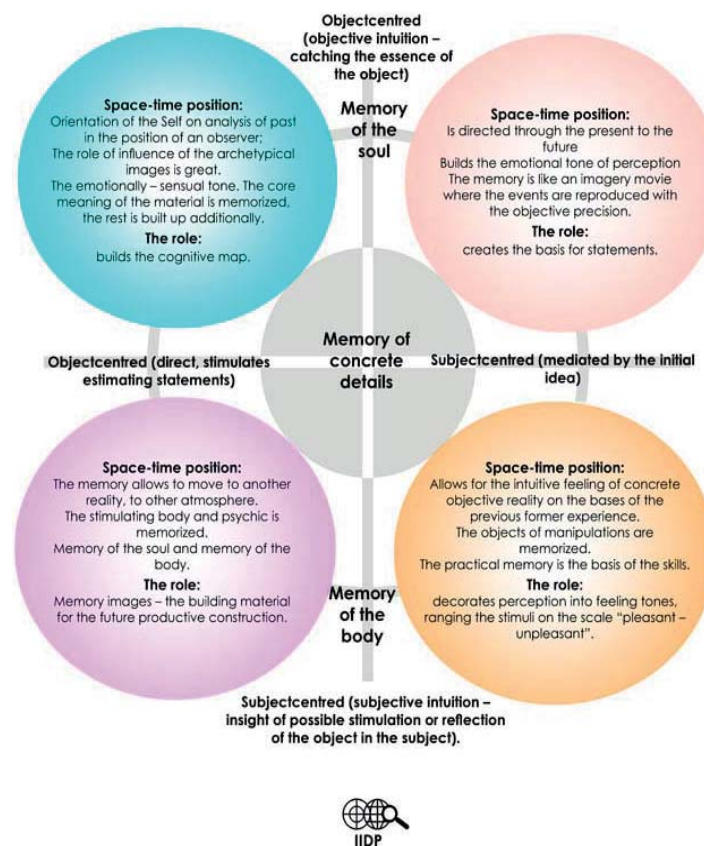
Perception in the system of types



Memory in the types of the system

Anry Bergson distinguished and described two kinds of memory – memory of the body and memory of the psychic. Generally accepted is distinction of direct and mediated memory. Memory can play different roles in the processes of cognition. At last, memory kinds are singled out by the scale of space-time context. All these distinctions are taken into account in psychosmology when considering the peculiarities of memory in every type.

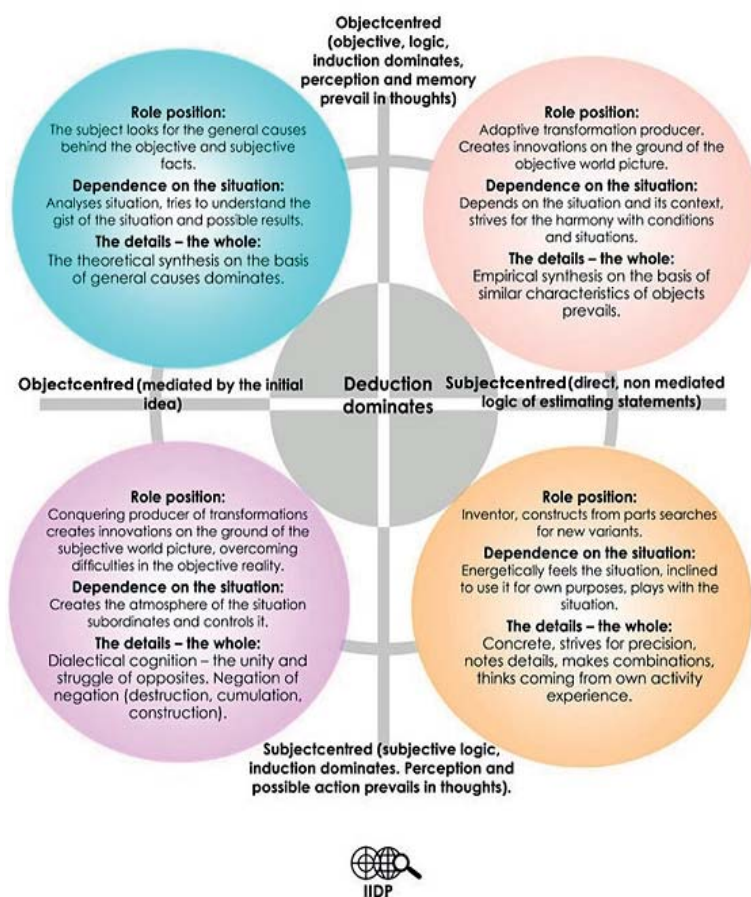
Memory in the system of types



Thinking in the types of the system

In the empirical studies of thinking of people having different types the author of psychocosmology and her supporters emphasize the distinction of the subjective and objective logic and also domination of deduction or induction in thinking acts. Besides, the role position of person in a situation is considered to be rather important.

Thinking in the system of types



Psychological types: peculiarities of cognition and value

Studying by various methods the peculiarities of cognition, values, motives the developers of psychocosmology have found the peculiarities of the mentioned psychical components connected with each of the 12 types.

Psychological types: peculiarities of cognition (in a broad sense)

www.psychocosmology.org/eng

The roots of Psychocosmology

Cosmology of ancient civilizations



Cosmology

Cosmology (greek. – study of the World) – philosophical and scientific study of the Universe, especially concerning its origin in cosmogony. The appearance of cosmology took place in deep antiquity (observations and notes of Vavilonian and Egiptian priest, Chinese, Indian and Japanese cosmologists, as well as cosmologist Maya and others). Considering all paintings and graphical works by artists of antiquity, ancient East or Middle Ages, one can see

that cosmology is something related to philosophy, where the man is a part of nature, part of the Universe.

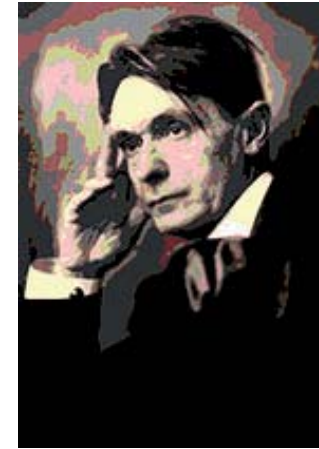
Here, the mythologema of a tree of life – circle, divided into four quadrants – is often met.

World Three separates the cosmic world from the world of chaos. Its structure includes symbols of unity, which put in order the cosmic world.

Trinity as the image of absolute perfection of any dynamic process, the vertical axis, which has bottom, middle, top, suggests origin – development – completion. World tree, also called cosmic tree, centre of the world, a widespread motif in many myths and folktales among various preliterate peoples, by which they understand the human and profane condition in relation to the divine and sacred realm. Two main forms are known and both employ the notion of the world tree as centre. In the one, the tree is the vertical centre binding together heaven and earth; in the other, the tree is the source of life at the horizontal centre of the earth.

Four-partiteness – as an image of static whole – four parts of the world, four seasons of the year etc. Seven-partiteness – as the sum of the two previous constants and the image of static and dynamic realities. Twelve-partiteness – as the image of corpulence and completeness, static wholeness, multiplied by the absolute perfection.

Being a likeness of the universe, the man is one of the elements of the cosmogonical scheme.



Rudolf Steiner

“There was time, then cosmology showed the man how she/he is the member of the Universe. For this it was necessary that not only her/his body, but their soul and spirit could be viewed as member of cosmos as well. This happened thanks to the fact, that cosmos was considered as something mental and spiritual. Nowadays cosmology became only a structure a building upwards of what the natural science investigates with the help mathematic, observation and experiments. The knowledge, obtained this, was generalized in the image of cosmic development. From this image it is possible to understand the physical body of man. But even the etheric-body can be got to know only as a member of cosmos and only through insight into etheric essence of cosmos. But this man only the etheric organization. In the soul, however, there is an inner life and it is necessary to get insights also into the inner life of cosmos. The ancient cosmology did it. With this insight the psychical gist of man coming beyond the etheric body entered cosmos. But the contemporary spiritual life lacks the observation of psychical inner life”. (Rudolf Steiner. Cosmology)



A.F. Losev

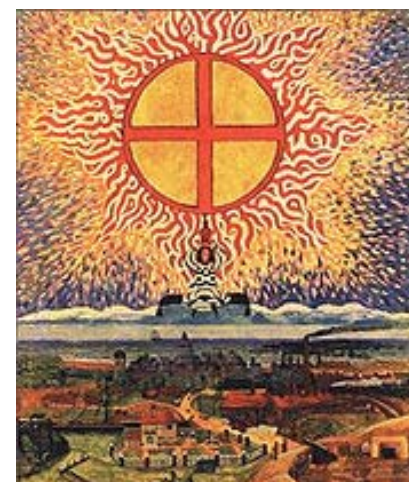
“It is interesting that even the idealists observed with pleasure the star sky, the perceived cosmos Plato states: the most important for the human mind is to simulate the movement of the sky bodies. They splendidly rotate eternity, always the same way, symmetrically, harmoniously, without any infringement. Such the human soul should be. But here other amazing place. In “Timaeus” by Plato, where cosmology is depicted, the master demiurge creates space from a matter like conscious, animated and living, that is obviously like the human being: having the body and that is to be seen and touchable. This is what the any being born should be. And further, when it was necessary to complete cosmos so that it became Everything, gods have started formation of three kinds of living and having bodies creatures (on the earth, in the air and in the water). Thus, cosmos being seen, heard, touched, material in the opinion of the ancient Greek is nothing more than a huge body of living human being is the whole, and in all parts »(A.F.Losev. The antique literature).

Typologies with the correlations of rational and irrational cognition as the ground for the distinction of types

Already Pythagoras singled out four main functions in mind: two of them – thinking and opinion – rational functions and two other – irrational functions. C.Jung in his empirical studies repeated this classification. In Jung’s conception a function may be dominant or subordinate, and then it acquires different properties Equal not dominant or subordinate position of the both kinds of cognition is considered to be in norm impossible. When this happens it is treated as clinical case.

“Absolute dominance empirically has always only one function because the prevalence of other function inevitably brought to other orientation which at least partly contradicted the first one “,
– wrote Jung in monograph «Psychological types».

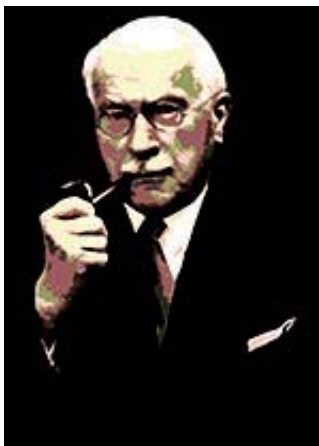
«Equal function consciousness and unconsciousness – is a sign of a primitive state of mind» (C. Jung).



The picture of C.Jung

Generally known new-jungian typologies (socionics and etc.) are built from the position that in each concrete person one of two ways of cognition dominates: either rational, or irrational. While one dominates the second is subordinate.

Other aspect of incompleteness of the existing typologies is absence of descriptions of bounds between the types of cognitive peculiarities of people (rationality, irrationality, etc.) and the content of their values and motives. It contradicts a principle of the integral character and wholeness of psychic and significantly reduces the possibilities of typological diagnostics.



Carl Jung

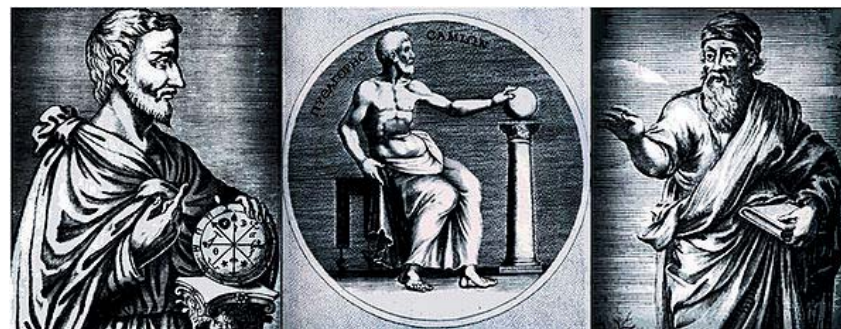
Psychocosmology takes everything positive and considered to be correct in the works by Jung and postjungianian authors, removing their drawbacks from the point of view of cosmology.

Nagibina N. and her colleagues have proved empirically that:

- types with equivalent rational and irrational function are also normal and usually count not less than half of a selected statistical group.

- introduction by newjungianians dichotomy the extrovert / the introvert finds no empirical confirmation because of the normal character of distribution of the given characteristic. That is, the majority of people are ambivertive and it is norm.

“The soul possesses four abilities – to thinking, to feeling of estimation, to sensation and insight. The thinking informs the soul about the things and phenomena existence, gives them names, introduces notions, connects the notions into conclusions, find true statements. The feelings determine the values of things, measures and estimates the human relations, informs the soul on the acceptability or unacceptability of something, creates an opinion. Sensation gives knowledge about presence of the thing given in the sensation, but cannot say what it is and only enjoys or suffers from touching. The insight helps the soul to catch the essence of things, which are not given in sensations, and does it with the help of inner perception and unconsciousness. It allows the soul to foresee the course of events, without the use of the life experience”. – Pythagoras. The Golden Canon.



Pythagoras

Philosophical systems in which the Universe is treated as harmonic whole, including the physical and the psychical (mental, spiritual) worlds

The Monadology (La Monadologie, 1714) by Gottfried Leibniz.

Monad as an isolated being therefore represents the essence of German idealism. This theory leads to:

1. Idealism, since it denies things in themselves (besides monads) and multiplies them in different points of view. Monads are “perpetual living mirrors of the universe.”

2. Metaphysical optimism, through the principle of sufficient reason, developed as follows:

a) Everything exists according to a reason (by the axiom “Nothing arises from nothing”);

b) Everything which exists has a sufficient reason to exist;

c) Everything which exists is better than anything non-existent (by the first point: since it is more rational, it also has more reality), and, consequently, it is the best possible being in the best of all possible worlds (by the axiom: “That which contains more reality is better than that which contains less reality”).

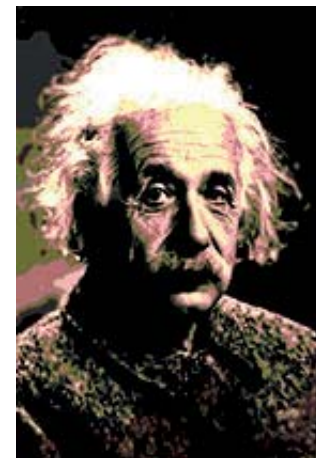
The “best of possible worlds,” then, is that “containing the greatest variety of phenomena from the smallest amount of principles.”

The philosophical meaning of idealism here is that the properties we discover in objects depend on the way that those objects appear to us as perceiving subjects, and not something they possess “in themselves,” apart from our experience of them. The very notion of a “thing in itself” should be understood as an option of a set of functions for an operating mind, such that we consider something that appears without respect to the specific manner in which it appears. The question of what properties a thing might have “independently of the mind” is thus incoherent for **German Idealism**.

The best-known thinkers in the movement were **Johann Gottlieb Fichte, Friedrich Schelling, and Georg Wilhelm Friedrich Hegel, Immanuel Kant**.

“Two things fill the soul with always new and growing strong surprise and passion when we more often and longer think of them – the starlit sky over me and the moral law in me.” Immanuel Kant

“Here in the sphere of mind the rivers of oblivion flow, from which Psyche drinks. She plunges her pain into these rivers. Here the gloomy ghosts of life grow mild, turning into dreams, and being lighted become the contours of the shining eternity.” – Georg Wilhelm Friedrich Hegel



Albert Einstein

Russian cosmism was a philosophical and cultural movement that emerged in Russia in the early 20th century. It entailed a broad theory of natural philosophy combining elements of religion and ethics with a history and philosophy of the origin, evolution and future existence of the cosmos and humankind. Among the major representatives of Russian cosmism was Nikolai Fyodorovich Fyodorov (1828–1903), an advocate of radical life extension by means of scientific methods, human immortality and resurrection of dead people. Konstantin Tsiolkovsky (1857–1935) was the

first pioneer of theoretical space exploration and cosmonautics. Other cosmists included Vladimir Vernadsky (1863–1945), who developed the notion of noosphere, and Alexander Chizhevsky (1897–1964), pioneer of Heliobiology.

“The man is a part of the whole, which we call Universe, the part limited in time and space.” – **Albert Einstein**

The place Psychocosmology in the system of studies of psychic and soul

Psychocosmology in the system of humanities enters the part of philosophy, which explains the multiradigmal knowledge of the world and itself through the special features of cognition of concrete groups of people (types). This determines the place of psychocosmology as a mediator between Epistemology and psychology.

“The study of cognition and the study of principles relate to each other like the genetic disciplines relate to the systematic ones in the system of special sciences. On the contrary, there isn’t a field in philosophy, corresponding to the phenomenological disciplines. Because of the universal character of philosophy such a discipline is impossible. However its place occupies a concrete empirical science that provides the theory of cognition with material for its investigations – psychology, which certainly as it has more direct relations to the philosophical studies of cognitions than any other science, it acquires most important position among them. Such position of psychology in reference to philosophy is caused by the fact, that every act of cognition is first of all an empirically given psychical process, which because of this by its phenomenological character appears before the psychological court earlier than it is studied in the theory of cognition itself from the side of its significance for the general process of knowledge development. That is why here the opinion, viewing psychology in general as basis of philosophy, finds its, of course very bounded,

justification.” – Wundt. Über die Eintheilung der Wissenschaften, Philos

Personality in Psychocosmology

Personality in the model Psychocosmology is a superstructure over the ground traits (having usually the character of normal distribution) and the typological features (the level of typological characteristics is a system nucleus between the general and personal level, which resembles what C.Jung called “The Self”). Psychologists of last century have described with scientific precisions and punctuality the laws of statistical distributions both the psychic traits and the psychological types. The presence and the strict stability of such laws is the best proof of the extension of the cosmic laws to the sphere of psychic, the doctrine by Vernadsky on the noosphere and other philosophers-cosmists. While the features and characteristics of psychic at the general and typological levels are stable, objective with the passive energy of bounds, that is directed on the stability of the system, the characteristics of the personality level are flexible, reflexive, being the features of psychic, named by words with the prefix “Self”, they “breathe” with the energy of activity.

5. TYPES BY ROBERT STERNBERG AND TYPES OF PSYCOSMOLOGY

Ilyasov I.I.

Robert Jeffrey Sternberg (born December 8, 1949), is an American psychologist.

Major Contributions

- Triarchic Theory of Human Intelligence
- Several influential theories related to creativity, wisdom, thinking styles, love and hate
- Author of over 1000 books, book chapters and articles

Triarchic Theory of (Successful) Intelligence

Dr. Sternberg's Triarchic Theory of (Successful) Intelligence contends that intelligent behavior arises from a balance between analytical, creative and practical abilities, and that these abilities function collectively to allow individuals to achieve success within particular sociocultural contexts (Sternberg, 1988, 1997, 1999). Analytical abilities enable the individual to evaluate, analyze, compare and contrast information. Creative abilities generate invention, discovery, and other creative endeavors. Practical abilities tie everything together by allowing individuals to apply what they have learned in the appropriate setting. To be successful in life the individual must make the best use of his or her analytical, creative and practical strengths, while at the same time compensating for weaknesses in any of these areas. This might involve working on improving weak areas to become better adapted to the needs of a particular environment, or choosing to work in an environment that values the individual's particular strengths. For example, a person with highly developed analytical and practical abilities, but with less well-developed creative abilities, might choose to work in a field that values technical expertise but does not require

a great deal of imaginative thinking. Conversely, if the chosen career does value creative abilities, the individual can use his or her analytical strengths to come up with strategies for improving this weakness. Thus, a central feature of the triarchic theory of successful intelligence is adaptability-both within the individual and within the individual's sociocultural context (Cianciolo & Sternberg, 2004).

Sternberg's typological conception

Styles are propensities rather than abilities: they are ways of directing the intellect that an individual finds comfortable. Children differ with respect to styles – or the ways in which they prefer to use their intelligence. Various styles are not good or bad, only different.

“I will draw on my own theory of thinking styles, which I refer to as a theory of “mental self-government”. At the heart of my theory is the notion that people need somehow to govern or manage their everyday activities” (Sternberg, 2004).

“The basic idea is that we must organize or govern ourselves, and the ways in which we do correspond to the kinds of governments and government branches that exist world-wide legislative, executive, judicial, monarchic, hierarchic, oligarchic, anarchic...” There are 13 styles under five categories: functions, forms, levels, scope, and leanings.

Comparison of system of types of Sternberg and Psycosmology

Before comparing the systems of cognitive types by R. Sternberg and in Psycosmology, we'll make the following reminder. One of the important characteristics, used for distinguishing the personality types in psychology is the preference, (predominance) or equality in actualization and using different abilities, but not the level of development of every ability or personality trait, though the latter sometimes also takes place (clever or not clever, strong-willed or weak-willed etc.), but mostly in “common sense” psychology.

Many well known types singled out and described in psychology such as, for instance, visual, auditory and kinesthetic, or verbal and image representational, or impulsive (emotional) and reflexive (intellectual) and a lot of others are examples of types distinguished by the preference in using different perceptual systems, or in operating with different representations -images, words, symbols, or in prevailing different psychological functions (intellect, will, emotions) and so on. The cognitive types by Sternberg and in Psycosmology are established the same way.

Let's now compare the presented above five groups (categories) of characteristics of the cognitive processes, suggested by R.Sternberg, on the bases of which he singled out 13 styles (types) of cognition with the characteristics of cognition, on the ground of which the system of types in Psycosmology is constructed.

“Functions”

Under the first category, called “functions” R.Sternberg distinguishes three styles of cognition according to the preferred kinds of activity ,metaphorically named legislative, executive and judicial, that really are creation, execution and evaluation. Each of this kinds of activity is either predominantly creative production (likes creating...), or reproduction (likes writing on assigned topics, do artwork from models etc.) or approximately equally creative and reproductive (likes evaluating etc.) In Psycosmology these characteristics are not used for the types differentiation, but enter the descriptions of the individual features of cognition in general and creativity in particular in reference to each type within the system of types in Psycosmology.

“Forms”

The second category comprises four styles of cognition singled out on the basis of preferring certain of working with several problems within a given period of time. The styles are: monarchic (likes to do one thing at a time....), hierarchic (likes

to do many things at once...),oligarchic (likes to do many things at once, but has trouble setting priorities), anarchic (likes to take a random approach to problems, dislikes systems...) By the author's elaborating descriptions of these styles it is possible to treat them as similar to rational and irrational types in Psycosmology, distinguished by prevailing or equally dominant either logical, deductive operations (rational cognition) or direct seeing (perception) and guessing (intuition)- irrational cognition). We think, that two styles – monarchic and hierarchic are rational, one style – anarchic is irrational and one style – oligarchic is with equal dominance of rational and irrational cognition. Besides, in Psycosmology the rational and irrational types are subdivided into varieties by the orientation on the World (mainly thinking and logical when rational or intuitive when irrational) or on the Self (mainly emotional when rational and sensational when irrational). The mentioned varieties of the rational (monarchic and hierarchic), irrational (anarchic) and equally rational/irrational (oligarchic) types of cognition in the system of types by R.Sternberg are not singled out. Note: The varieties of rational and irrational types, distinguished on the ground of orientation on “The World” or “The Self” in Psycosmology, corresponds to logical and emotional varieties of rational types and sensational and intuitive varieties of irrational types in the system of types by K. Jung.

“Levels”

The third category – levels. Two styles are distinguished under this category by the preference in working with general or concrete knowledge. One of the two styles is global (likes to deal with big picture, generalities, abstractions), the second style – local (likes to deal with details, specific, concrete examples). In Psycosmology this differentiation of preferences in cognition is taken into account in descriptions of other cognitive and personality features , that are derivatives from every cognitive type.

“Scope”

Category four – scope. Here also two styles are singled out. One called internal (Likes to work alone, focus inward, be self-sufficient), the other called external (likes to work with others, focus outward, be interdependent). These two styles correspond, to a certain extent, to intravertive and extravertive types by C.Jung . They are as well taken into account in Psycosmology in descriptions of characteristics of cognition as derivatives of the main types.

“Leaning”

Category five – leaning. This category comprises two cognitive styles according to the prevailing of two different ways of activity – liberal (likes to do things in new ways, defy conventions) and conservative (likes to do things in tried and true ways, follow conventions). The liberal style is really a preference of creative ways of cognition and the conservative style is preference of reproductive ways of cognition. The styles, belonging to this category, in our opinion, are actually very much alike the styles of the first category. As we mentioned above, the legislative style is based on preferring creating novelties, that is preferring creative activity. The executive style is based on preference of using everything already existing and created before by other people, that is actually reproductive activity. The judging style can be based on either creative or reproductive activity depending on the objects and conditions being evaluated. About the place of these styles in Psycosmology see the comments to the first category of styles, given above.

Changing

In Psycosmology it is accepted, that the types can not be changed, but besides the dominating ways of activity, every person has all other abilities, which are less preferred and developed. In this connection, there is an important task to make people become

aware of the existence of these “weak” abilities and develop them in education, as well as to take styles into account, when dealing with interaction of different people (teachers and students, members of families etc.) and possibly providing for their correspondence to the problems, being solved, that is in agreement with the opinion of R. Sternberg.

6. PERSONALITY CHARACTERISTICS OF THE COMMUNICATIVE STYLE OF A TV PRESENTER IN MEDIATED COMMUNICATION

Nagibina N.L., Ogarkova Yu.L.

From the middle of the XX century the notions of interaction and communication went far beyond the ordinary, traditional interpersonal communication. The development of various means of communication, starting with a telephone and ending with the Internet, has led to the emergence of a fundamentally new form of communication based on the «man – machine – man» principle, which eventually became known as «mediated communication». At the current stage mediated communication is represented by such activities as distance learning, skype-counseling, including psychological counseling, text messages, virtual text communication, telephone communication, radio and television broadcasting, recording of audio and video clips, etc. In this paper the phenomenon of mediated communication is studied based on the material containing the activities of television presenters, i. e. through the example of communication mediated by television.

The exact choice of communication strategy of mediated communication by the specific presenter solves important psychological and practical problems. For example, the success of a particular TV program, psychological comfort of the presenter or the choice of TV genre in accordance with the personal characteristics.

The relevance of developing the concept where the presenter as the subject is of paramount importance with his/her «world view» (a mindset or a certain attitude toward objects, other subjects and himself/herself, implemented within specific dispositions) seems apparent at this stage of development of telecommunications.

Level of development of the research problem

The problem of mediated communication has been the subject of many Russian and foreign researches. The most important works among them were done by V.N. Nosulenko, A.E. Voiskunsky, etc.

The study of communication styles and strategies was carried out both within psychology and related disciplines, such as philology, rhetoric, conflict resolution studies, etc. (V.V. Dolinin, V.V. Latynov, L.V. Matveeva, Y.V. Shcherbinina, etc.).

The study of individual differences and their manifestation in the communication style has been one of the central subjects of differential psychology since Hippocrates. The communication styles of extroverts and introverts (G. Ayzenk et al.), emotionally stable and unstable persons (T.F. Bazylevich et al.), communication styles and creativity, depending on such human characteristics as sensibility (L.Y. Dorfman et al.), intellect (V.N. Druzhinin et al.), etc. However, communicative style and its connection with the psychological type, which is based on the ratio and area of rational and irrational components in cognition has been little studied, mostly within post-Jungian areas of research – socionics, typology, and psychosmology. At the same time, the system of psychological types (psychosmology) developed within N.L. Nagibina's scientific school has still not been studied in terms of communicative style, including mediated one. This work is intended to fill this research gap.

Scientific objective: to study personality characteristics of the communicative style of a TV presenter in mediated communication

Object of research: personality of the TV presenter in mediated communication.

Subject of research: correlation of personality characteristics and communicative style of the presenter in mediated communication.

Aim of research: to study the characteristics of the communicative style of TV presenters with differently oriented cognitive functions.

Main hypothesis of research: communicative style of a TV presenter in mediated communication, goals and means of mediated communication are correlated with psychological personality type.

Supporting hypotheses of research:

- Description of individual style of the TV presenter's activity, which is communication mediated by television, is reduced to the description of the communicative style of the TV presenter in mediated communication;

- Communication skills of the TV presenter are connected to his/her psychological type and are defined, in particular, by objective or subjective orientation of cognitive function;

- The development level of communicative abilities is connected to psychological readiness (cognitive and motivational) to present on television in various genres;

- Psychological type of the TV presenter is demonstrated in the degree of manifestation and strategy of implementation of professional and personal qualities.

Objectives of research:

In accordance with the stated aim and produced hypotheses of the research the following objectives were set:

1. To identify psychological characteristics of communication mediated by television;

2. To study the correlation of communicative skills of the TV presenter from the psychological readiness to presenting in a particular genre;

3. To study the correlation of the TV presenter's psychological type and level of development of communication skills to implement communication mediated by television; to identify and analyze the goals, means and strategies of communication mediated by television in presenters with different personality types;

4. To create comprehensive psychological profiles of TV presenters with different psychological types.

Methodical organization of research:

1. The following tests were used as techniques to evaluate communicative and others abilities and personal characteristics of the subjects:

- KOS-2 test (communicative and organization skills) by A.V. Bartashev

- OSTSI test (evaluation of the structure of comprehensive personality) by T.F. Bazylevich

2. As methods to determine the psychological type of the subjects the following techniques were used:

- projective technique «Body and Soul»

- algorithm of systemic-biographical method of creating a psychological portrait of a historical person by N.L. Nagibina and V.A. Barabanshchikov

- algorithm of systemic-biographical method of creating a psychological portrait of a historical person, modified by the author for TV presenters

3. In order to study the spectrum of abilities to present on television in different genres the following materials were used:

- profile questionnaire prepared by Y.L. Ogarkova in two parts.

4. In order to determine the psychological type of the subjects based on the «Body and Soul» test results, as well as to determine the psychological readiness of the subjects to present on TV in one of the genres: informative, analytical or art, the following method was used:

- method of expert evaluations (with two groups of experts)

5. For the processing of the results, the following mathematical methods and tools were used:

- content analysis (for processing of the data from the author's profile questionnaire, part 1)

- factor analysis (for processing of the data from the author's profile questionnaire, part 2)

- Rosenbaum's Q-criterion (for complex comparative processing of the results of questionnaires KOS-2 and OSTSI, as well as to determine psychological types of the subjects).

The review of the literature data on the issue of skills and correlation of the set of skills and the individual style of activity (ISA) has shown:

1) the individual style of such activity as mediated communication (through the example of TV presenting) is reduced to the notion of individual communicative style due to the specific features of the activity

2) since the analysis of published data on the subject of skills (general and specific), in particular communication skills and individual style, shows that there is influence which is not one-way, but rather mutual.

As a result of conducted theoretical study a scheme was proposed to conduct TV presenting as communication in terms of the theory of activity, which in our opinion allows taking into account the influence of individual factor on the activity in question.

In terms of the chosen approach based on theoretical analysis it can be concluded that the scheme of mediated communication (through the example of TV presenting – communication mediated by television) is as follows:

$S1 \leftrightarrow S2 *$,

where S1 is the TV presenter and S2 * is the image of the spectator-interlocutor on which he/she has influence, and under the influence of which he/she is..

In this representation of mediated communication process cognitive, emotional, value and motivational characteristics of presenting subject S1 prevail. It is based on them that the individual creative style of TV presenting is formed, which includes peculiarities of speech communication in the form of a monologue, dialogue and polylogue, genre-specific features of television

time and, finally, the psychological strategies of working with information and interlocutor within the genre-specific features.

In the second chapter, «Empirical Study. Style of mediated communication as individual style of TV presenter activity» provides data on several stages of empirical research of TV presenter's communicative style in conjunction with the set of skills to present on television in different genres.

The beginning of the chapter presents data of the pilot study to determine the set of skills required to implement mediated communication in one of three established TV genres: information, analytical and artistic; the procedure and main results of the study are set out.

In the empirical study at the first stage study subjects were represented by 3rd and 4th year students of the Faculty of Television of Lomonosov Moscow State University studying practical discipline «Art of Presentation» and with experience in such activities as TV presenting in a variety of genres, as well as television employees with work experience from 3 months to 10 years – a total of 50 people of expert rank.

For the empirical study a questionnaire was developed by the author, which was filled by all the experts.

The total number of data derived from empirical research No. 1 is 612 items, from empirical research No. 2 – 3600 items. At the third stage of the research 47 famous TV presenters were involved as subjects (on a remote basis).

The results were processed using the method of content analysis, which resulted in the identification of the set of skills to present on television in information, analytical and artistic genre.

Thus, the research results for the information genre are as follows (Figure 1):

1. Speech skills – 17.22% of the respondents, including
- elocution – 14.83%

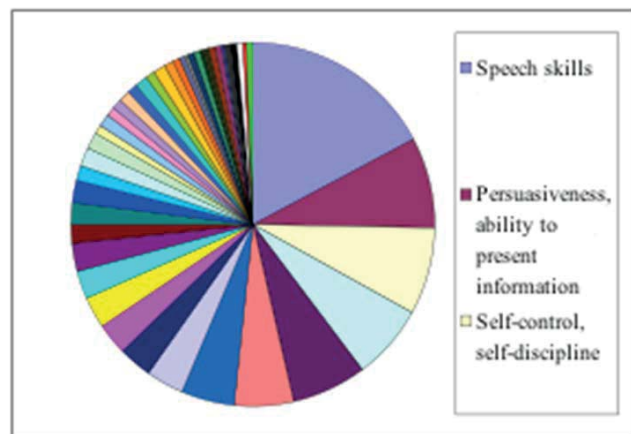


Fig. 1. Expert assessments of skills of a TV presenter of information genre.

- communication skills (speech logic, emotional content of speech – 2.39%)
- 2. Persuasiveness, ability to present information – 8.13%
- 3. Self-control, self-discipline – 7.66%

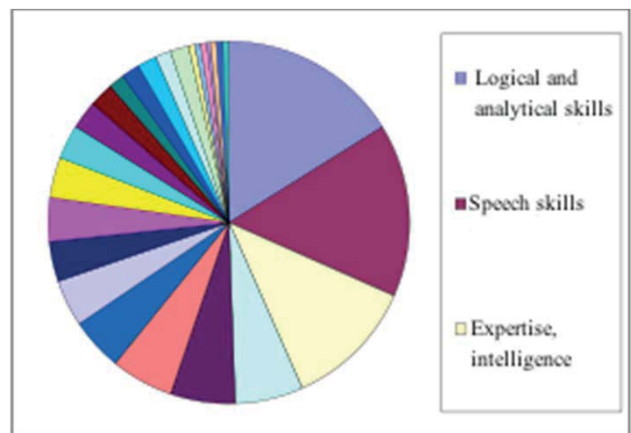


Figure 2. Expert assessments of skills of a TV presenter of analytical genre.

The research results for the analytical genre are as follows (Figure 2):

1. Logical and analytical skills – 16.15% of the respondents
2. Speech skills – 15.63%, including
 - elocution – 3.65%
 - communication skills (speech logic, emotional content of speech – 11.98%)
3. Expertise, intelligence – 11.46%

The research results for the artistic genre are as follows (Figure 3):

1. Speech skills – 11.5% of the respondents, including
 - elocution – 5%
 - communication skills (speech logic, emotional content of speech – 6.5%)
2. Empathy, charm, friendliness – 11%
3. Creativity, imagination – 9%

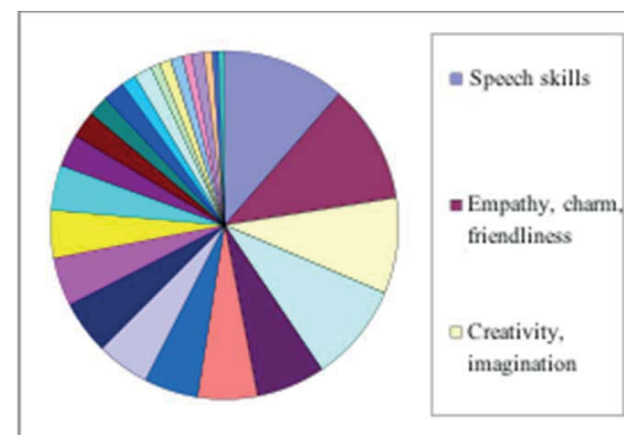


Figure 3. Expert assessment of skills of a TV presenter of artistic genre.

It was found that such a specific ability as «speech skills» is among the three skills dominant in all three genres. It was also found that «speech skills» are a combination of basic skill – «elocution» – and general communication skills.

In the second part of the empirical research the results of the second part of the author's profile questionnaire were processed and interpreted (subjective scaling of the results of the first part) using factor analysis.

Table 1

Factors and factor loadings for information genre

	Factor «lack of unnecessary emotions and strongly pronounced position»	Factor «logical persuasiveness»
Performance	0.336787	-0.148494
Stress resistance	-0.099574	-0.481523
Speech excellence	0.267133	-0.076157
Ability to improvise	-0.403619	-0.211382
Aim of presentation is to get the message through	0.152793	0.052276
Image of a «magpie»	-0.291877	0.131936
Flawless elocution	0.471827	-0.385592
Inclination towards reflection, analysis	-0.380225	-0.554511
Logical and analytical skills	-0.291946	-0.760023
Aim is to pass judgement, promote own point of view	-0.644545	-0.069114
Image – know-it-all, guru, expert	-0.346261	-0.354021

Logical persuasiveness	0.014762	-0.549205
Inclination towards empathy	-0.764015	0.072013
Ability to work in partnership	-0.070881	-0.072646
Aim of presentation is to attract sympathy, empathy	-0.571666	0.229852
Images: voice of conscience, «alarm» for soul and senses, best friend	-0.679505	0.171755
Emotional contagion	-0.638830	0.225770
Expl.Var	3.239498	1.933836
Prp.Totl	0.190559	0.113755

Factor 1 – bipolar. At one pole are such qualities as performance and flawless elocution. At the other pole are inclination towards empathy, images: voice of conscience, «alarm» for soul and senses, best friend, emotional contagion, Aim of presentation is to attract sympathy, empathy, ability to improvise, inclination towards reflection, analysis, passing judgement, promoting own point of view. Given the level of correlations, we have the scale associated with performance, lack of emotions and reflection at one pole and an independent point of view and emotional attitude towards news at the other pole. We called the factor itself «own position (absence – presence)». Elocution here was more connected to the lack of emotions. As is well known, passionate speaker often has fake tone, and logical persuasiveness of speech is replaced with emotional accents – gestures, pauses, sighs, etc.

Factor 2 – bipolar. At its one pole is logical persuasiveness, stress resistance, flawless elocution, logical and analytical skills, image – know-it-all, guru, expert. The other pole is defined by such qualities as inclination towards empathy, Aim of presentation is to attract sympathy, empathy. We called the factor «persuasiveness (emotional – logical)». Flawless elocution here is associated with logical persuasiveness.

Thus, according to experts, two factors determine the success of a TV presenter in the information genre: 1. lack of unnecessary emotions and strongly pronounced position, and 2. logical persuasiveness.

Factor analysis of information, analytical and artistic genres has shown that there is a set of qualities and skills that define the basis of the profession, they are important for the presenter of any genre. High level of elocution is important for presenters of any genre. Equally important are stress resistance, logical persuasiveness, ability to communicate with partner.

For the information genre, it is important to convey the information. The presenter is required to remove all unnecessary emotions that may interfere with flawless elocution and objectivity in presenting the material. The image of “magpie” defines the persona of a TV presenter in the information genre.

For analytical genre, it is important to promote the point of view, be logically compelling. Here analytical skills and inclination towards reflection and analysis of events are the most relevant qualities. The image of a «know-it-all, guru, expert» is best suited for the genre.

For the artistic genre, it is important to infect the viewer with an emotion, force them to reflect. It turned out that for this genre such qualities as a inclination towards improvisation, empathy and emotional contagion are very important. The image of an «alarm the soul» became the organizing center for all these qualities.

The third chapter, «Typological features of communicative style of TV presenters in mediated communication», presents the results of an empirical research on the diagnosis of communication skills and personal qualities of the subjects – TV presenters (stage No. 3) and the results of studying the effect of typological features of the person on the level of manifestation of communication skills and other personal qualities (stage No. 4).

The aim of the empirical research on stage No. 3 of this paper was to study the communicative style in connection with the orientation of rational cognitive function to the «world» (object-oriented) or «Self» (subject-oriented).

Hypothesis of the research: communication skills of a TV presenter are connected to his/her psychological type, and are defined, in particular, by object or subject orientation of cognitive function (to the “world” and “Self” respectively).

Methods of research: to diagnose communication styles we chose the method to determine communication and organizational tendencies (KOS-2) (author – A.V. Bartashev) and OSTSI method (evaluation of the structure of comprehensive personality) (author – T.F. Bazylevich). Also, using the method of expert assessments based on the analysis of practical TV presentation of the subjects in different genres, expert assessments of psychological readiness of the subjects to present on TV in a particular genre were obtained.

The study involved the same subjects – 3rd year students of the Faculty of Television of Lomonosov Moscow State University studying practical discipline «Art of Presentation» with an opportunity to present on TV in different genres. Total number of subjects – 30.

Based on the results of the research a summary table was created containing data for the three methods. Total amount of data within KOS questionnaire: 1200 items. Total amount of data within OSTSI questionnaire: 3600 items (in 7 scales). As a result

of the conducted study, the correlation of psychological readiness to present on TV in a particular genre and level of development of communicative and other skills presented by the respective hypothesis has not been identified. As a result, the study was extended on the typological level.

The subjects were proposed to complete the test based on projective technique «Body and Soul» (author – N.L. Nagibina), based on which, using the method of expert evaluations, psychological types of the subjects were identified. As a result of «Body and Soul» technique implementation, the subjects were divided into two groups: subject-oriented rational function (to «Self») and object-oriented rational function (to the «world»).

The results were analyzed together with the data of KOS-2 and OSTSI questionnaires using Rosenbaum's q-criterion (Table 2, Figure 4, 5).

Table 2

Data analysis using Rosenbaum's q-criterion

Scales	Qeff values	Relevance, probability of error
Communication skills (KOS-2 questionnaire)	8	Differences are significant, $p \leq 0,05$
Organization skills (KOS-2 questionnaire)	1	Differences can not be considered significant
Integral personality index (OSTSI questionnaire)	11	Differences are significant, $p \leq 0,01$
Lability, mobility (OSTSI questionnaire)	2	Differences can not be considered significant
Planning of activity (OSTSI questionnaire)	4	Differences can not be considered significant
Impulsiveness (OSTSI questionnaire)	2	Differences can not be considered significant
Functional endurance (subject) (OSTSI questionnaire)	1	Differences can not be considered significant

Functional endurance to communicate (OSTSI questionnaire)	3	Differences can not be considered significant
Social desirability (OSTSI questionnaire)	1	Differences can not be considered significant

As can be seen from Table 2, the level of development of communication skills (KOS-2) and the integral personality index (OSTSI) in terms of statistics are significantly different for the two groups of subjects: ones with rational cognition oriented to «Self» and ones with rational cognition oriented to the «world».

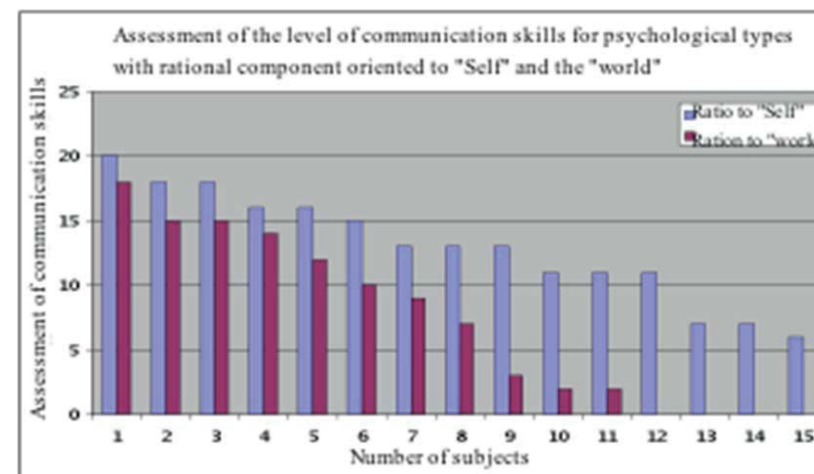


Fig.3. Comparison diagram of assessments of communication skills for subjects with rational function oriented to «Self» and the «world».

Diagram in Figure 3 shows that the level of communication skills in subjects – TV presenters with rational function oriented to «Self» is significantly higher than in those with rational function oriented to the «world».

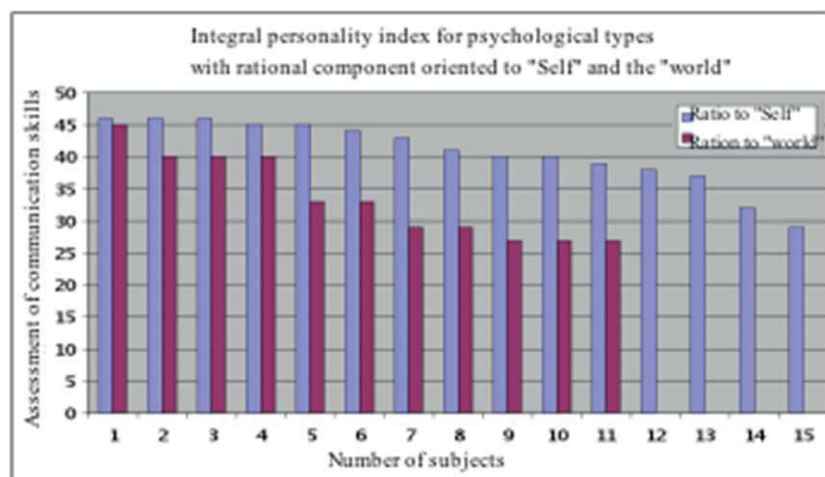


Fig. 4. Comparison diagram of integral personality index for subjects with rational function oriented to «Self» and the «world».

Diagram in Figure 4 illustrates that the integral personality index of subjects – TV presenters with rational function oriented to «Self» is significantly higher than that of those with rational function oriented to the «world».

Thus, as a result of the third stage of empirical research it was found that subject-oriented subjects have higher indicators of both communication skills and the integral personality index.

At the fourth stage of the empirical research four well-known TV presenters were analyzed in detail (representatives of 4 different quadrants N.L. Nagibina's Psycosmology). To do this, the author modified the algorithm of systemic-biographical method of creating a psychological portrait of a historical person by N.L. Nagibina and V.A. Barabanshchikov, taking into account specific features of TV presenter activity, which is communication mediated by television. The use of the basic and the modified algorithms allowed identifying a set of personality characteristics of

communicative style of TV presenters with different psychological types in the process of mediated communication, demonstrated by comparative analysis for each studied type. Thus, 47 famous TV presenters were diagnosed, which resulted in identifying and describing of the main components of their communicative style and preferred strategies of TV presenting.

As a result of the analysis a comparative summary table was created that presents the main components of communicative style – behavioral aims and strategies.

Also detailed psychological portraits of four well-known presenters – representatives of the four main quadrants of N.L. Nagibina's typology, were created: Type A – Andrey Malakhov, type CD – Larissa Guzeeva, type F – Boris Korchevnikov, type G – Valentina Leontieva.

Conclusion of the thesis formulates the main findings confirming the hypothesis and the theses presented for defense.

Theoretical analysis and pilot study suggest that communication skills are crucial for genres, thus the individual style of such activity as TV presenting can truly be described as a personal communication style mediated by television.

This maintains the equality of research in different genres. For analytical and artistic genres logical skills and emotional contagion were identified as the most relevant qualities. For the information genre such a special skill as elocution draws more attention.

In order to describe the individual communicative style of mediated communication it is necessary to study the level of development of communication skills, as well as aims and means of communication that arise in conjunction with the integral indicator of personal qualities and value and motivational characteristics – integral personality index.

Since the individual style of an activity is a function of the set of skills to implement the activity, description of individual

communicative style is a function of the set of skills for mediated communication in one of the established television genres.

In the information genre, necessary qualities for the presenter are emotional moderation or need for objectivity or lack of right to express personal attitude to presented material, lack of need for analytical skills. This, in fact, leads us to the hidden but important factor – it is not important what the presenter says, personality is not important. What is important is how distinctly he/she says it (elocution). On the contrary, in the analytical and artistic genres, the role of personality is higher genre in comparison with the information, a lot depends on its emotional and value and motivational characteristics.

Moving from the general to the typological level of the research, let us note that a modern TV presenter with his/her creativity, style of work, specific personality creates a unique image. And this image of the TV presenter is a complex structure made up of a number of factors, and is formed over a long time. External and internal factors in the structure of the image are inextricably linked. The correlations between the level of development of communicative skills and psychological readiness to conduct mediated communication in a particular genre was not revealed. Communication skills and the integral personality index are connected to psychological personality type and in terms of statistics are significantly different for individuals with rational cognitive function oriented to «Self» and individuals with rational cognitive function oriented to the «world» (in terms of N.L. Nagibina's typology): orientation of rational cognitive function to «Self» or the «World» determines preferred strategies of communicative behavior in various genres.

Psychological personality type determines the choice of style and strategy, aims and means of mediated communication, degree of manifestation and implementation strategy for the following qualities: speech skills, communication skills, ability to improvise,

strategy of dispute resolution, image in the process of mediated communication, ability to work in partnership, aim of mediated communication, emotional contagion.

The results obtained in the research are relevant not only for TV presenting, but also for other types of mediated communication (distance lectures and webinars, Skype counseling, etc.) and has already found its practical application in conducting trainings with specialists whose activities is related to mediated communication.

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7. BODY AND SOUL

Maslennikova A.V., Nagibina N.L.

Type A

The relationship of body and soul

“When a person listens to himself, the soul is felt as matter. Our body in this moment it is going through and feels”.

“It is better when the body works together with brains and soul.”

The properties of soul and body

The soul is delicate, fragile, immortal, it creates different moods. It “is embedded in the body in early life. While staying with the body of the earthly life, it is when the body dies, aspire to heaven to God.” The body is constantly changing. The body gives signals to the soul, it moves and makes sense of existence.

Key images for body and soul

• Human body. In the chest in the confined space of the soul in the form of a living organism (birds, baby etc.

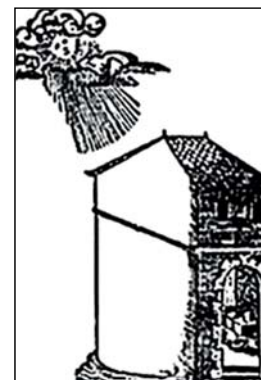
• House body, the house, the sun -soul

KEYWORDS:

Immortal soul,

Energy, Warm, Cold,

Joy, Sheath, Frames



Type AB

The relationship of body and soul

“When a person listens to himself, the soul is felt as matter. Our body in this moment it is going through and feels”. “It’s better when the body works together with brains and soul.” In humans there is a constant interaction of body and soul. This interaction is energy in nature.

The properties of soul and body

The soul radiates energy, it makes a person alive, she controls the body, it is more warm and calm. It is able to transform.

The body is beautiful and capable of change. Body is the beginning to enjoyment and pleasure.

Key images for body and soul

- Cheerful man. Inside it a lot of energy flows. Energy often comes through the eyes and mouth.

- Circle, from the centre depart arrows in different directions to people , objects, issues, etc.

KEYWORDS:

A warm soul,

Cold body,

Mood, Body-Mask,

The multiplicity of souls and bodies,

Transformation



Type B

The relationship of body and soul

The soul can protect the weak body. Strong body able to protect the weak soul. This Alliance is beneficial and dangerous. Excessive activity and energy of the body can destroy the soul and Vice versa.

The properties of soul and body

Mental processes cannot be expressed by words. The soul is always somewhere to committed feels struggling. The body exists. Highlighted as the protective properties of the body and its sometimes destructive energy.

Key images for body and soul

- Vessel – body, in which the fire – soul.
- Fire – body, and the soul that burns in this fire, or flutters over the fire.
- The body specific and strong. Inside is a fragile soul, sometimes the soul is missing.

KEYWORDS:

Activity,

Existence, Burning,

Desire, Passion,

Dangerous Alliance body and soul



Type C

The relationship of body and soul

The soul is always trying to escape from the fetters of the body. Strong feelings contribute to this. When the soul breaks out, the body dies, and for the soul begins a new life – the life of the spirit. Ideally, the body is always subject to the soul, its needs. The body can develop harmoniously, only being aware of its secondary nature.

The properties of soul and body

The soul is torn out. It can erupt in a state of excitement, some strong feelings. Escaping, it creates, builds, learns. The body protects the soul, but does not allow it to operate at full strength.

Key images for body and soul

- The balloon, which flies to the sun. In his fire, he could burst.
- Human body. Inside the fire of the soul.

KEYWORDS:

**Strong feeling, Protection,
Evil world, Overcoming,
Bright soul, Dark body,
Up The Creativity,
Absolute**



Type CD

The relationship of body and soul

The soul occupies a huge space. The body of the object or entity that constantly interacts with the soul. This interaction is dramatic.

The properties of soul and body

The soul is torn out. She can break out break in the state of ecstasy, some strong feelings. Escaping, it creates, builds, learns. The body protects the soul , but does not allow it to operate at full strength. Soul is a power, natural energy , “determination of identity”. It is a very dynamic, unpredictable, and mysterious. The soul is interested in the eternity, and the body is present. The soul acts as the coordinator conduct. It does all that I want. There is one reality – Spirit. Spirit have chosen. The body is a vessel, a receptacle (including soul).

Key images for body and soul

- The ship is the body, the sea is the soul.
- Polar images in one (for example a girl with cat heads, snakes and Madons).

KEYWORDS:

**Day and night,
Royal and clownish,
Exquisite and simple,
Rebel Soul, Seeking the Soul,
Comprehensive, Powerful,
Unpredictable, Polarity,
Fighting the soul and body**



Type D

The relationship of body and soul

The soul and body are one. The soul of a man is manifested in his deeds. In its activity, it manifests itself outside the body.

The properties of soul and body

The soul exercises control over the body. The soul contains the basic life and social laws, mainly faith, the hope of love. The soul is the “keeper of the integrity of man.” The soul manifests itself in the concrete deeds of man. These things attach the soul to Eternity. The body is limited, dark matter, physical shell, fuss, earthly life. The body holds back the flight of the soul. The soul is more sincere than the body. The personal soul is attached to the universal Spirit. Only in death does antagonism disappear between the body and the spirit.

Key images for body and soul

- A certain form of the body interacts with a certain form of the soul.
- Man interacts with the world, he influences him, tries to realize the basic life principles.

KEYWORDS :

**The framework of morality,
Free bright soul,**



**Low, Earthly body, Spirit,
Waiting for eternity,
Eternal and present,
Form and content of the
soul and body**

Type E

The relationship of body and soul

The soul and body are in harmony, because they have a single source – nature. Sometimes a deeper source (source) of the body and soul is sought, as well as a chain of their development and becoming.

There is a cosmic mind. “The body connects the soul with the light cosmic mind.” Thanks to the body, communication with the outside world is possible.

The properties of soul and body

The soul is vast and infinite. It is eternal, pure, bright.

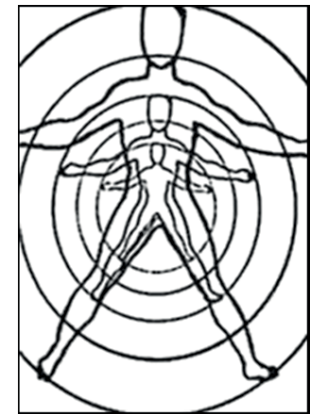
The soul consists of certain parts that constitute the unity and integrity of the person.

Key images for body and soul

- Nature – the body, the person is watching and pass through this nature, feel your connection with nature
- People (or the senses) is connected to the eternal knowledge (information field)
- People in which are traced the physical body, mental, astral...

KEYWORDS :

**Light, Eternal, Knowledge,
Nature, Information field,
Mental field,
The astral field,
Physical body,
Perception**



Type EF

The relationship of body and soul

In connection with the body and soul lies the secret and mystery of life, morality in the deepest concept. The soul controls the body., Imposes its own rules of the game. The body sets some limits on this game.

The properties of soul and body

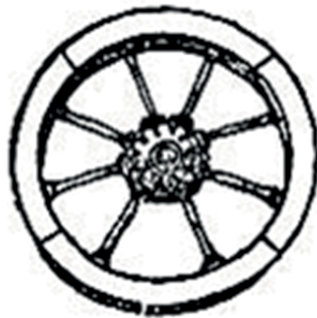
The soul rules the body, it is old and wise as the world, like Eternity. The soul gives the body a vital essence and meaning, it inspires and excites the body. The soul is in constant motion, it develops, but its essence is one.

Key images for body and soul

- A natural object (tree, leaf, etc.) that feeds on the soul (air, water, etc.).
- The symbol of movement (wheel, propeller, circle, etc.).

KEYWORDS :

**Freedom, Flight,
Environment, Movement,
Infinity, Wisdom of the soul,
Different levels of perception**



Type F

The relationship of body and soul

Either the soul is in harmony with the body, then the body is not perceived as a foreign, or seeks to occupy space, to reject the body as an unnecessary element.

The properties of soul and body

The soul is eternal harmony of the Universe, calm and impartial. It is objective, as objective laws of musical harmony and the physics of light, the Universe and eternity.

Key images for body and soul

- The space in which there are different planets of the body.
- The person who seeks to dissolve itself in a shower (or die or somehow disappear).

KEYWORDS :

**Eternity,
Objectivity,
The immensity of the soul,
Search for harmony,
Matter body,
Cosmos**



Type G

The relationship of body and soul

The soul is always beside the body. The body by the soul has the desire to fly and climb higher and higher. The body feels the soul, the soul feels the body. "Individually, they are not interesting, boring and too quiet".

The properties of soul and body

The soul is the force that forces us to break away from the earth, it loves, the elements, bottomlessness and infinity. The soul is multidimensional, inside it there are different spaces and worlds. The body is small, vulnerable, vulnerable. "It exists in this reality here and now."

Key images for body and soul

- Man with wings
- Heart, from which flows the streams of light, heat, love, energy.

KEYWORDS :

**The multidimensionality of the soul,
Wings, Ascend,
Love, Understanding,
Heaven, Heart**



Type GH

The relationship of body and soul

Body and soul are harmonious and beautiful. They can not do without each other. The body expands its boundaries when communicating with the external environment. The body, on the one hand, is tied to the ground, and on the other, it tends upward, towards light, happiness, the sun. The soul is in every body, in every being and in every object.

The properties of soul and body

The soul seeks to connect with other souls. In love, a harmonious combination of several souls into one more full soul is possible

Key images for body and soul

- Body and soul strive for harmony and beauty. This idea reflects the image of a flower in which the soul is the foundation and essence, and the petals are the beauty of the body.

- The body of a man, very harmoniously folded, from the chest goes light in all directions.

KEYWORDS :

**Love, Connecting people,
Nature, Ascend,
Romance, Beauty of body and soul,
Past, Present and Future Souls, Fusion of Souls**



Type H

The relationship of body and soul

Body and soul are heterogeneous, they are together temporarily. The body secures the soul, nourishes it. The soul can be young and mature at the same time. Roots! Very important. They are the basis for body and soul. The more roots, the more stable the body, and the soul has more possibilities. Roots give life energy – juice.

The properties of soul and body

The soul and body, in their harmony, bring joy to the person himself and to the people around him. The soul is energy, light, heat. If a person gives his energy to others, then the soul decreases and disappears completely

Key images for body and soul

- A tree in which as a life-giving juice passes the soul. The soul is connected to earth by roots. On the tree there are birds, fruits, – the life of many beings in constant harmonious interaction.
- Schematically depicts the process of formation and development of the body and soul.

KEYWORDS :

Alive soul, Vital energy,

**Growth, Synthesis, Development, Consciousness,
Harmonious existence, Interaction**



8. COGNITION

Nagibina N.L.

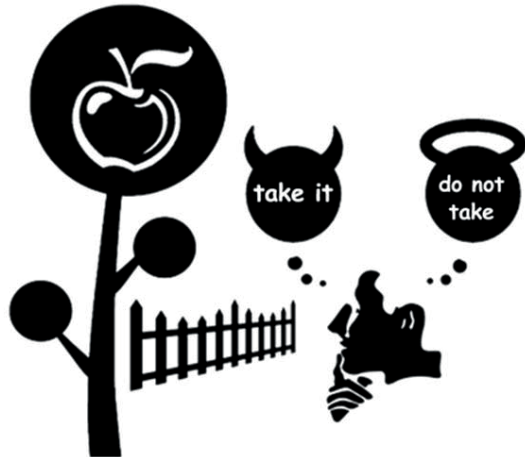
Type A

The game of the mind. The object of this game are needs. In this game you need to get something for themselves (goods, information, etc.). It is important to avoid trouble for themselves. The game should be intellectually clever, is not devoid of originality and intrigue.



Type AB

Insight is the ability to penetrate into the essence of the problem. When the mind is not able to comprehend the essence – it is important to include intuition, to catch the problem emotionally, using energy resource of the organism. To understand the situation, the nature of relationships, the essence of the question – it is often necessary to “crack”, in violation of the rules of the game, social taboos.



Type B

Perception and thinking have an energetic charge of the goal, which must be achieved at any cost. The work of thought becomes a competition with itself and with the circumstances of life. The conditions of the problem and its own possibilities “melting in an energetically saturated intuitive boiler” create a special creative situation, from which it is important to emerge victorious.



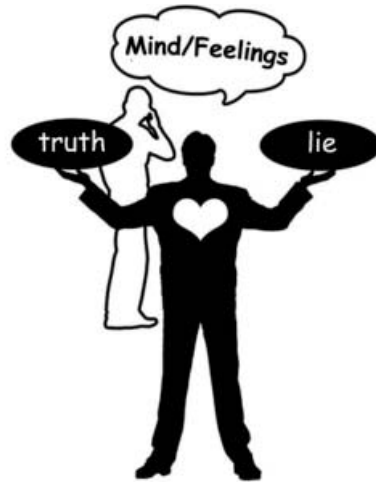
Type C

The desire to pass through the whole world and “toss” his ego to the stars. Intuitive understanding of the essence of human existence in the game of passions, in an attempt to go beyond consciousness, touching the laws of the cosmos. The logic of consciousness is placed at the service of one’s passions or the struggle with these passions, the power over oneself, the environment, the problem, and the like.



Type CD

Subjectivity and objectivity, mind and feelings are intertwined in the game of perceptions, evaluations, judgments, coloring the thought in different tones, creating a dramatic line of the situation in which smells, tactile sensations, anticipations, an atmosphere of understatement create the necessary background. Pragmatism and romanticism solve the eternal mystery of truth and lies.



Type D

Passion of thought. The thought struggles with itself in an intellectual, dialectical battle. The final quintessence of mental constructions becomes the truth, which requires implementation. The basic principles of nature and spirit form the backbone of inferences in which the human self expresses itself in the laws of the universe.



Type E

Knowledge is one of the highest values. It is important not to lose the connecting thread between the generations, continuing the development. Intellectual constructs must be based on perhaps a broader and more solid Foundation, and in thought to go into the spiritual realm, touching the top of the world consciousness, go into a common information space.



Type EF

Understanding is one of the highest values. It has two complementary positions: Faust like and Mefistofel like. With the help of knowledge you can open all doors, to create conditions for a more comfortable life and to realize human potential on earth and in space. It is important that the river of life flowed through personal sensations and feelings, enriching the idea, of giving the knowledge of freshness and naturalness.



Type F

Cognition is one of the highest values. The solution to the problems and fulfillment merge into a single, intuitive search. The search for truth is very highly energetically, emotionally charged. The logic of the task itself dominates all around and the own self Entire body configured to search for a solution. Decision-discharge-catharsis.



Type G

The cognition aimed at the realization of its possibilities, searching for a way to the summits of truth, to the ideal. Heart shows the direction. Emotion is intuitively the beam of light which shows how harmonious this direction is, and that gives prompts. It is important to believe certain signs, feel and hear clues from above.



Type GH

Mind and senses merged into a single trembling anxiety for themselves, for family, for the strength of their positions in the social world, material well-being, for the present and future. The interaction with the environment confronts people with new tasks. In these tasks a person perceives themselves and the world in all its fullness and diversity.



Type H

Thoughts and feelings are always connected. The head asks my heart about the correctness of the path selection. In the solution of life problems relying on common sense. Stream of consciousness is limited to the vector that specifies the emotion. It is important to feel the force of gravity, feeding from the roots of their ancestors and move gradually with no sudden jumps.



9. VALUES

Nagibina N.L.

Type A

The desire to know oneself. The conquest of positions in society. The conquest of universal attention and respect. The desire to manipulate people and circumstances in their favor. The struggle with the passions. The desire to Excel. The desire for bodily comfort and security. Taking care of your health. The love of sensual pleasures. The desire to learn and teach others. Thrift, practicality.

Greed makes man the same miracles as love.

Fonvizin

Type AB

People who know a lot about pleasure, strive to make fascinating, intriguing game. At the same time, they are the center of all the action, the main character. The gloss and beauty are important for them. They are characterized by a craving for bright events and emotions, the adventure. At the same time, they are able to maintain enough sober mind. They love life, friends, gifts, adventure, fun company. The desire to manipulate people – a characteristic feature of this type of people. Despite the importance of the present – “here and now”, they really care about to “leave a mark” in history.

I knew how to carry out public duties, not moving away from myself for a single inch, and giving myself to the service of others, not taking away from himself.

Montaigne

Type B

Life should live in pleasure. Passionately, beautifully. The cult of the passions. All mental life is governed by purpose, which is volitional in nature. Each segment of life is determined by the specific objectives. You need to prove to myself that I can. All behavioral actions are significant not in themselves, but are preparing for a particular purpose. Target is usually the maximum, at the brink of human capabilities. Life is a competition with yourself, with others and even with God.

Rivalry is food for a genius.
Voltaire

Type C

The desire to understand ourselves and the world. The desire to be exalted above this world. The desire for strong feelings and passions. The desire to overcome materiality through transformation into energy. The search for a way out of the ordinary sensations into the world of passions.

*To value highly the opinions of people
for them too great honour.*
A. Schopenhauer

Type CD

Interest in own self and the different interactions with the real world. High desire to achieve and realize their goals. "To be or not to be?" High desire to dominate, reign. The desire to subordinate the events and situations of their intentions. Game, adventure, theatricality have value in themselves and as mechanisms to achieve the goals. The desire to solve the mystery of "forbidden fruit". The desire for comfort, and protection. The need for loving and respectful people.

After all, knowing a person well means knowing yourself
W. Shakespeare

Type D

Self improvement. Rise above others, the desire to be the first. Propensity to act as a messiah. Thinking helps to eliminate the shortcomings of nature. Striving for high thoughts, high ideas. Interest in the philosophical problems of life, the search for unified and central semantic foundations of nature. The desire for pathetics, the heroic pathos of a fighter. Propensity to manipulate people. Search for love and respect. Search for the meaning of the existence of your own life. The desire to teach what realized. Attitude towards destiny resembles the struggle against it.

*This is a sign of a truly remarkable person:
steadfastness in the face of adversity.*
Beethoven

Type E

Self improvement is one of the core values. Self-discipline. Cognitive interest to man, history, society, the Universe, and the laws of development. Enlightenment. The belief in progress. Achieving universal recognition and respect. Career. The desire to carry their knowledge to others. Preaching. The belief in absolute values. Responsibility. Thoroughness.

*To be ourselves and become what we can
to become are the only goal of life.*
B. Spinoza

Type EF

Self-realization. Self improvement. Communication. Harmony. Lowland attracts along as well as exalted, maximum possibilities

of being, an attempt to encompass the whole spectrum of spheres of life.. Characteristic sensory and evaluative-cognitive interest in all forms of existence. Take pleasure in the game with reality. Interest in the nature of moral laws. The consideration of moral norms as patterns of a cosmic scale. Characteristic is the desire for a balance of freedom and responsibility.

*Theory, my friend, sulfur,
But green is the eternal tree of life.
Goethe*

Type F

Self-realization in a favorite business. The value of knowing the world and people. Independence, the ability to rely only on yourself. The value of associating with the transcendental senses is higher than the concern about material abundance. The protection of ideas is often placed above human relations. It is important not to lose respect for yourself. Self-esteem is more important than evaluating others. It is important to be moral. Skepticism towards the human race.

*If you want to lead a happy life,
you must be tied to the goal,
but not to people or to things.
A. Einstein*

Type G

Striving for high goals and ideals. The desire to enthrall and lead others along the path of a new spiritual and beautiful life. Spirituality. Aspiration. The desire for universal love and recognition of their own merits. Self-actualization. Striving for high needs – self-development, creative self-realization, following humanistic ideals. The desire for physical and emotional comfort

is organically supplemented by the desire for renewal, constant movement.

*We must first redo the life,
remaking – you can chant.
V. Mayakovsky*

Type GH

The desire for a harmonious existence. Ability to be in the “golden middle”. The desire to be loved by contemporaries. Striving for spirituality, for beauty and sublimity of feelings and being. A desire for comfort and aestheticism. Love for love. The value of a more beautiful future.

*Greatness is not to go to extremes,
but to touch both two extremes and fill the gap between them.
B. Pascal*

Type H

The desire to love and be loved. The desire to be the first recognized people. Desire for glory. Involvement, the desire to keep up with the times. Synthesis, the desire to unite consistently polarities, the desire for conflict-free. Striving for the synthesis of ideal and physical love. Closer interaction and communication with nature.

*A man without vanity is negligible.
Pride – Archimedes lever with which the earth can move.
I.S. Turgenev*

10. LEARNING

Ilyasov I.I., Nagibina N.L.

Type A

Teaching should be a gradual formation of skills. Practical training of skills is important. The teacher is the teacher, the preacher, the priest. He must point the way, setting his stages. The teacher records the achievements at each stage and the possibility of further transition. He should be able to clearly explain everything, clearly formulate requirements and monitor their implementation. Tasks should take into account the imagery of thinking and its activity nature, the design ingenuity. It is important that the student is able to manifest himself from the original side, “draw attention”, reveal his self. The process of learning must become a process of self-knowledge. You need to include game puzzles so that the learning process is interesting. It’s important to make something with your own hands.

Even in the company of two people I will find, something to learn from them.

Advantages them I will try to emulate, and on their shortcomings, I will learn.

Confucius

Type AB

Teaching is the realization of all its possibilities, the manifestation of oneself, the search for oneself in stylistically different directions, likes to cause raptures and admiration of the audience, enjoying the game, express themselves, playing with myself and reality. Teacher for him should be a friend, a stronger player in the overall game, ask puzzles, create a competitive atmosphere with the teacher. Teacher is the guiding star in an intriguing journey. Interim control

should be aimed at clarifying the “zone of proximal development”. As a rule, education does not go straight up, but zigzags, wanders through labyrinths, looking for its way.

I knew how to carry out public duties, not moving away from myself for a single inch, and giving myself to the service of others, not taking away from himself.

Montaigne

Type B

It is important to rise above yourself. Express yourself in the studied subject. The doctrine is a constant independent search, comprehension of an essence, intuitive “groping” of a correct way. Teacher is a friend, infinitely loving an object and believing in his disciple. The teacher sets goals (often exceeding the student’s abilities), creating a creative situation for solving them. Interim control is aimed at assessing the degree of approach to the maximum goal.

I believe that in any educational institution the educated person to become impossible.

But in any well set educational institution it is possible to become the disciplined person and to acquire a skill that will be useful in the future when people outside the walls of the school will form itself.

Mikhail Bulgakov

Type C

It is important to rise above yourself. Express yourself in the studied subject. The doctrine is a constant independent search, comprehension of an essence, intuitive “groping” of a correct way. Teacher is a friend, infinitely loving an object and believing in his disciple. The teacher sets goals (often exceeding the student’s abilities), creating a creative situation for solving them. Interim

control is aimed at assessing the degree of approach to the maximum goal.

*Education refers to natural benefits
intellect, just as planets and moons refer to the sun.
A. Schopenhauer*

Type CD

Teaching is the realization of all its possibilities, self-expression, finding yourself in stylistically different directions Like to cause delight and admiration of the public, enjoying the game, to Express yourself, playing yourself and reality. The teacher must be a friend, a stronger player in the overall game, ask riddles to create a gambling atmosphere of the competitions with the teacher. The teacher is the guiding star in an intriguing journey. Intermediate control should be aimed at determining the “zone of proximal development”.

Stupidity and wisdom with the same ease seize, as well as infectious diseases.

*So choose your comrades.
W. Shakespeare*

Type D

Teaching should be a gradual development of skills. Teacher–mentor, the preacher. It needs to specify the path, placing his steps. The teacher records achievements at each stage and the possibility of further transition. The teacher should be able to explain everything clearly, articulate requirements and monitor their implementation. The teacher should take into account the systemic character of thinking, the reliance on the generated categorical apparatus. It is important to use visualization and explanation – diagrams, tables. It is necessary to give assignments for the creation of own schemes

that take into account previous experience and knowledge. It is important that the learning process became a process of self-development, self-improvement.

It is not the quantity of knowledge that matters, but the quality of them.

*You can know very much, without knowing the most necessary.
L. N. Tolstoy*

Type E

Teaching should be a gradual formation of skills. The teacher is the preceptor, the preacher. He must point the way, setting his stages. The teacher records the achievements at each stage and the possibility of further transition. The teacher should be able to clearly explain everything, clearly formulate the requirements and monitor their implementation. The teacher must take into account the systematic nature of thinking, reliance on the formed categorical apparatus. It is important to use clarity in the explanation – the diagrams, tables. It is necessary to give assignments for the creation of own schemes that take into account previous experience and knowledge. It is important that the process of learning is a process of self-development.

*Inspiration is a chick who you can always rape.
M. Lomonosov*

Type EF

Teaching is the realization of all its possibilities, the manifestation of oneself, the search for oneself in stylistically different directions. Like to cause raptures and admiration of the audience, enjoying the game, express themselves, playing with myself and reality. A teacher for him should be a friend, a stronger player in the common game, ask riddles, create a gambling atmosphere of competition.

The teacher is a guiding star, in an intriguing journey. Interim control should be aimed at clarifying the “zone of proximal development”. As a rule, training is not straight up, but zigzagging.

*From my teachers I took what I thought was important -
in technology, in aesthetic values.
Yu. Chugunov*

Type F

The doctrine is a constant independent search, comprehension of an essence, intuitive “groping” of a correct way. Teacher is a friend, infinitely loving an object and believing in his disciple. The teacher sets goals (often exceeding the student’s abilities), creating a creative situation for solving them. Interim control is aimed at assessing the degree of approach to the maximum goal.

*The only reasonable way to train people it is to serve them by example.
A. Einstein*

Type G

It is important to understand your abilities to “calculate” the way of mastering the subject. It is important to “anticipate” your maximum bar to strive for achievement. The main thing is to merge with the object, to dissolve in the material. The doctrine is a constant independent search, comprehension of an essence, intuitive “groping” of a correct way. Teacher is a friend, infinitely loving an object and believing in his disciple. The teacher sets goals (often exceeding the student’s abilities), creating a creative situation for solving them. Interim control is aimed at assessing the degree of approach to the maximum goal. To learn means to educate ourselves, to become better.

*Education is a matter of authority and respect.
S.Smiles*

Type GH

Teaching is the realization of all its possibilities, the manifestation of oneself, the search for oneself in stylistically different directions. Like to cause raptures and admiration of the audience, enjoying the game, express themselves, playing with myself and reality. It is important to communicate with friends. It is necessary to create an atmosphere of free discussion on the subject of instruction. Teacher for him should be a friend, a stronger player in the overall game, ask puzzles, create a competitive atmosphere with the teacher. The teacher is a guiding star, in an intriguing journey. Interim control should be aimed at clarifying the “zone of proximal development”. It is important that the teacher sees the prospects for the development of the student, talked about this with the student, believed in the student and his opportunities.

*Science is the most important, most beautiful and most desired in human life, it has always been and will be the ultimate expression of love, only her one person overcome nature and himself.
A. P. Chekhov*

Type H

Teaching should be a gradual development of skills. Teacher – mentor, the preacher. He must point the way, setting his stages. The teacher records achievements at each stage and the possibility of further transition. The teacher should be able to explain everything clearly, articulate requirements and monitor their implementation. The teacher should take into account the systemic character of thinking, the reliance on the generated categorical apparatus. It is important to use visualization and explanation – diagrams, tables. You need to give the job to create their own schemes, taking into account previous experience and knowledge. It is important that the learning process became a process of self-development.

*Miserable is he who lives without an ideal!
I. S. Turgenev*

11. DEVELOPMENT STRATEGY

Grekova T.N., Nagibina N.L.

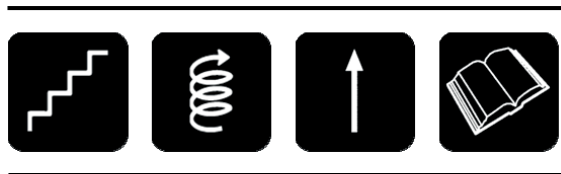
Type A

Development Strategy

At the base of the strategy is the idea of stair – step ascent to clearly defined goals. It is necessary to hit as the bull's-eye. The direction of development on the goal. All development is considered in the light of their own achievements. The dynamics and pace of change depends on the situation “here and now”. The means of execution are chosen rationally, pragmatically, on the principle “the end justifies the means”. The installation in development, personal success, universal popularity, fame in the society.

Preferred symbols of development

Stair, spiral, arrow, book



Main themes of development

Communication, interaction, play, activity, action, novelty, labyrinth, accelerated development, self-knowledge, variability, renewal, unpredictability, risk

Type AB

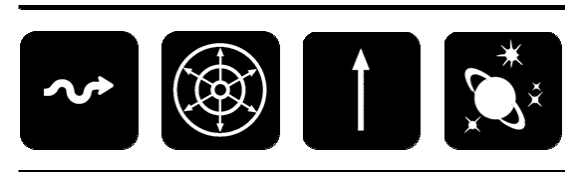
Development Strategy

At the base of the strategy is the idea of all-round development changing directions and turns, as in the labyrinth. At every turn, – a purpose. The focus of the development process involving the

dynamic and high tempo, such as running on a short distance. Polar duality, turns, UPS and downs. The means of execution is dictated by an effective activity, energy movement. Installation in the development of self – improvement, passion, risk, innovation. Static and monotony makes you want to change the type of activity.

Preferred symbols of development

Zigzag, circle with divergent arrows from the center, arrow, space



Main themes of development

Professionalism, dedication, knowledge, self-knowledge, narcissism, play, the unconscious, protection, pleasure

Type B

Development Strategy

At the base of the strategy – the idea of an arrow – the overcoming of space, purposeful order, dynamism, swiftness, pressure, flight. Maximum concentration on the target. The goals themselves, as a rule, are on the verge of human capabilities. The main thing is to surprise everyone. The direction of development on the result. The dynamics and pace of performance depend on the process of accumulation of a large body of knowledge and skills and powerful breakthroughs. The means are chosen intuitively, they rely on the own resources and internal energetics of the self. An institution in development is an appeal to one's self, a subordination to a subjective-personal developmental idea within the framework of one's own life.

Preferred symbols of development
Arrow, spiraling, from flower to fetus, book



Main themes of development
 Practical knowledge, concreteness, fruits, breadth of coverage,
 a powerful breakthrough, mood, state, life, home, achievements,
 passion, play, pleasure

Type C

Development Strategy

At the base of the strategy is the idea of stair – step ascent to clearly defined goals. It is necessary to hit as the bull’s-eye. The direction of development on the goal. All development is considered in the light of their own achievements. The dynamics and pace of change depends on the situation “here and now”. The means of execution are chosen rationally, pragmatically, on the principle “the end justifies the means”. The installation in development, personal success, universal popularity, fame in the society.

Preferred symbols of development
Circle with arrows diverging from the center, Spinning arrow, arrow, space



Main themes of development
 Creation, influence, absolute, global development, universe, element,
 infinity, energy, space, sacredness, sublimation, beauty, sublimity,
 spirituality, Loneliness, creativity

Type CD

Development Strategy

At the base of the strategy is the idea of overcoming self-centeredness through self-actualization and self-development. The purpose depends on your own scenario. The focus of the development is the concentration of all energies on yourself and from yourself. The dynamics and pace of performance depends on the choice of means and tactics – manipulative, demonic tendencies, higher diplomacy. Installation in development is creation through destruction to achievement and maximum self-realization.

Preferred symbols of development
Circle with arrows diverging from the center, circle with arrows converging to the center, sun, book



Main themes of development
 Knowledge, power, destruction, revival, acmeology, social status
 interaction, versatility, egocentrism, thought-out risk, information as power
 over others, mystery, excitement, romance

Type D

Development Strategy

At the heart of the strategy is the idea of dialectical development, the Marxist spiral. The goal is the pursuit of the absolute. The focus of the future development of society, striving to bring all into the system. In the development of no beginning and no end, all the development is a single cycle. A powerful energy. Means – “Winners are not judged”. Installation in development – searching for common conceptual foundations of development, the nature of the universe.

Preferred symbols of development
Helix, arrow, space, book



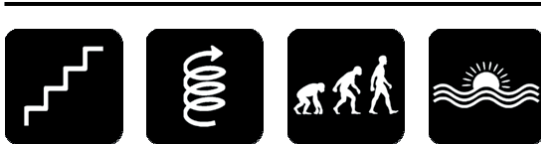
Main themes of development
 thought, will, power, ideals, achievement of the ideal, systematic, cyclical,
 the future of humanity, the future of the universe, the struggle, the
 overcoming of obstacles, meaning, people, personality.

Type E

Development Strategy

At the base of the strategy is the idea of stair – step ascent to clearly defined goals. It is necessary to hit as the bull’s-eye. The direction of development on the goal. All development is considered in the light of their own achievements. The dynamics and pace of change depends on the situation “here and now”. The means of execution are chosen rationally, pragmatically, on the principle “the end justifies the means”. The installation in development, personal success, universal popularity, fame in the society.

Preferred symbols of development
Stair, spiral, arrow, book
 Main themes of development



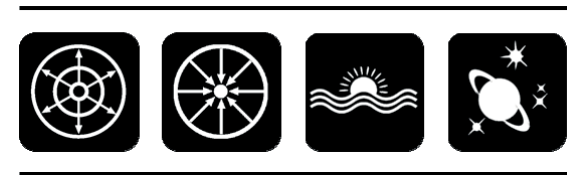
Communication, interaction, play, activity, action, novelty, labyrinth,
 accelerated development, self-knowledge, variability, renewal,
 unpredictability, risk

Type EF

Development Strategy

At the heart of the strategy is the idea of an infinite expansion, multidirectionality and unlimited possibilities for development. The goal is to know the world and man in all its diversity. The direction of development is movement beyond the Galaxy. Dynamics, pace, energy is connected with the appraisal and cognitive interest and the world of one’s own self. The setting in development is a multidirectionality, breadth of coverage. Unlimited opportunities for their development are correlated with the cosmic, the infinite, the transcendent

Preferred symbols of development
Two circles with arrows outward and inward, sun, space



Main themes of development
 Secret knowledge, solar energy, unlimited path of development, freedom,
 diversity, personal experience, observation, mystery, magic to understand
 themselves and the world

Type F

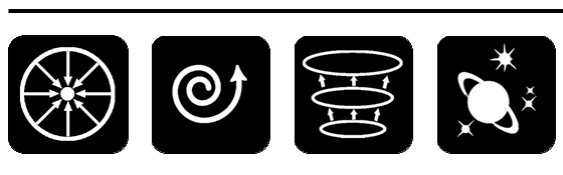
Development Strategy

At the base of the strategy is the idea of universal harmony, the idea of integrity and concentration is the symbol of the mandala. The goal is to know the laws of the universe. The direction of development is the path to the core containing the deep meaning of the universe. Own development dissolves in the development of some abstract professional ideas, which in their own turn

dictate the development of the person himself. The importance of prospects in development, involvement in their professional idea. The installation of development is the desire to penetrate into the mysteries of the universe and world harmony.

Preferred symbols of development

Convergent to the center arrows, spiraling, levels, space, book



Main themes of development

System, cognition, qualitative self-change, regularity, development of professional idea, involvement, freedom, space, harmony of the universe

Type G

Development Strategy

At the heart of the strategy is the idea of a harmonious development of man. The goal is to reveal the potential of a person through education and socio-cultural standards of upbringing. The direction of development for the future of man and society, responsibility for this world, for man, ideology. The development emphasizes the spiritual aspect, the connection with God. Dynamics, a powerful breakthrough to the dream sets the energy of development, the universal light.

Installation in development – the formation of humanistic ideals, spirituality, the priority of moral laws. The role of socialization is emphasized.

Preferred symbols of development

Levels, spiraling, arrow, sun



Main themes of development

Beauty, enlightenment, spirituality, wisdom, the path from oneself to people, return, dream, continuity, responsibility for this world, for man, ideology, higher intelligence, the idea of ascension, faith in God, religion

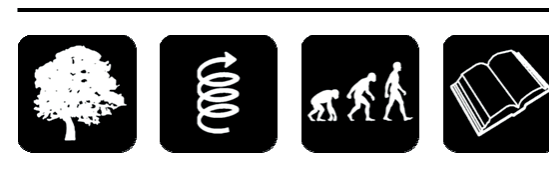
Type GH

Development Strategy

At the heart of the strategy is the idea of qualitative changes and expansion of knowledge. The goal is to search for external and internal harmony. The direction of development in the future: the “upward spiral” and “levels” are preferred, which does not contradict the equivalent representation of the rational and irrational in the structure of the personality of this psychotype. Installation in development is a harmonious development, orientation to the laws and norms of society.

Preferred symbols of development

Tree, ascending spiral, ontogeny of man, book



Main themes of development

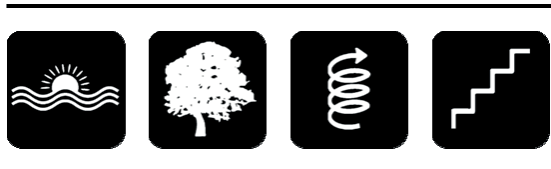
Home, family, communication, cognition through life, social status, concentration of the environment, the meaning of life, love, polarity

Type H

Development Strategy

At the base of the strategy is the idea of synthesis of man, society and nature. The goal is love and recognition in society, self-realization, missionary ideas. Focus development on self-improvement. Dynamics, pace, energy is associated with features passing through the stages of development. Installation in development – a humanistic orientation development within the progress of humankind, the idea of harmonious dasein – conflict-free human interaction, synthesis with nature, and professional achievements. The search for the meaning of life and their own existence.

Preferred symbols of development
Sun, the tree, the ascending spiral, stairs



Main themes of development

Synthesis, nature, communication, knowledge, roots, stability, certainty, purposefulness, family, home, comfort continuity, integration, solidarity, wisdom, longevity, faith in God, religion

12. CREATIVE STYLE

Nagibina N.L.

Type A

Imagery, improvisation, stage charisma, grotesque, full of harmonic and color palette, originality, desire to interest, to intrigue, realism (often in an extravagant pitch).

KEYWORDS :

Attention, Vision, Language, Prudence, Inclusion, knowledge, Education.



Type AB

Originality of ideas, courage in comparing styles, written stories are filled with a game of erotic passions, adventurism and intrigues. Theatricality. Mocking. Decorativity.

KEYWORDS :

Dexterity, Inventiveness of the mind, Practice, Self-knowledge, Flexibility, Latitude of knowledge.



Type B

Cult of refined sensuality and all-consuming passions. Autobiographical, interest in his own self. "Fantastic realism" (M. Bulgakov). Life in its primordiality, earthly beauty. Bright saturated colors. Grotesque. Decorativity

KEYWORDS :

Life, Death, Sensations, Truth, Depth, Books, Benefits, Facts, Accuracy, Concreteness, Creative Mind, Nature.



Type C

"Art for art". Autobiography. Psychology. The strength and perversity of the passions. Predominance of negative characteristics in evaluations of heroes. Hidden sentimentality. Mysticism of images. Philosophizing. Constant change of moods. Sophistication and delicacy of sentiment

KEYWORDS :

Life, Creation, Spirit, Contradiction, Purpose, Imagination, Creative thinking, Creative intuition



Type CD

Interest in own self and the different interactions with the real world. High desire to achieve and realize their goals. "To be or not to be?" High desire to dominate, reign. The desire to subordinate the events and situations of their intentions. Game, adventure, theatricality have value in themselves and as mechanisms to achieve the goals. The desire to solve the mystery of "forbidden fruit". The desire for comfort, and protection. The need for loving and respectful people.

KEYWORDS:

Experience, Feeling, Heart, Self-knowledge, Action, Poetry, Prophet, Mystery.



Type D

Historicism with a symbolic-ideological content. Programmability. A large number of lyrical and philosophical digressions. Monumental realism. The main priorities are thought and the solution of ethical problems. Art educates, directs.

KEYWORDS:

Thought, Passion, Truth, Contest, Clarity, Experience, Creator and crowd, Reign of thought, Spiritual weapons, Dominance rules, Borders of observation.



Type E

Epic. Narrative. "Symbolic realism." The unity of the emotional state. Historical accuracy of details. Preaching. Simplicity and severity of the composition. Reverent contemplation of nature.

KEYWORDS:

Divine mind, Misc, One, Observation, Mind, Meaning, Experience of the fullness of reality, Immediate self-existence



Type EF

Stylistic diversity. Mythology. Symbolism. Interest in the mysterious. Interest in one's own self and its connection with the laws of the universe. Creating illusions of perception. The study of the language of sounds, colors, words, movements, forms.

KEYWORDS :

The problem of cognition, Relativity, The mystery of life, Magic, The universe, The key of wisdom, Movement.



Type F

Aestheticism. Objective psychology. The sense of form. Grace. The clean and precise lines (melodic, picturesque, dramatic). Classicism and sensuality

KEYWORDS :

Simplicity, Divinity of number, Research, Observation, Relativity.



Type G

"The feeling of infinite attention and trust in reality" (O. Renoir).

Heroes are looking for, trying to restore and rethink their destiny. Modernity. Interest in personalities. Warm, breathable color palette.

KEYWORDS:

Vigilance of the heart, Strength, Love, Understanding.



Type GH

Modernity. Emotional Impressionism. Reliance on reality, on the fleetingness of being. Subtle artistry. Intimate lyricism. Exquisite light color. Romanticism.

KEYWORDS :

Man, Scales, Good and evil, Act, Anxiety, Thoughts, Courage, Self-justification, Language.



Type H

"Inspired lyrical pathos." Realism with a romantic tinge. Spirituality and completeness of life of heroes. "Openness of feelings." "Sparkling of the eyes and the flood of feelings" (S. Esenin).

KEYWORDS :

Knowledge, Nature, Love, Empathy, Feeling of life, Growth, Heart, Mind, Flow of consciousness, Association.



PSYCHOLOGICAL SCIENCE AS A BASIS FOR SUCCESS OF COMPETENCE APPROACH IN EDUCATION

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Abstract

Article highlights trends and prospects of modern psychological science and its key role in the development of competency education. Paid great attention to those issues and trends, which have been described by LS Vygotsky in his cultural-historical theory. A comparative analysis of the problems and prospects of development of special psychology, defectology in this context have don. The necessity of psychological support education and personal development is shown.

Keywords: Psychological support, competence approach, defectology and special psychology, cultural-historical theory of LS Vygotsky, modern education.

The current stage of development of education has linked with the introduction of competence-based approach to the development of content and organization of educational process. This approach to education focuses on practical results, experience, personal activities, developing student-centered relationship to knowledge and skills, which determines the fundamental changes in the organization of training, which should direct to the specific values and competencies essential rights.

Competence as an integrated result of individual learning activities is based on mastery of semantic (theoretical), procedural (practical) and motivational components. So not only knowledge and skills, but also students' attitude to the learning process, which can be obvious in social responsibility, striving to consolidate the positive acquisition in educational activity, growth requirements for their academic achievements, are considered as the most important criteria for the effectiveness of the educational process.

Currently, the most acute problem in the field of training and education is the lack of motivation in quality education among some modern students and youth. Thus, the importance of the implementation of the competency approach is evident.

Mentioned components of training activities are closely intertwined emotional and intellectual aspects of the development of students. The paradigm of this approach to education is not new.

In this case, analysis of Vygotsky's ideas has showed that scientists in the 30th years of the twentieth century specify the unity of the intellect (cognitive sphere) and affect (emotional sphere) of the psyche. Moreover, the interaction of these two features of the personality determines the success of education. He stated: **"As soon as we tore thinking from life, from the dynamics and needs, deprived him of any effectiveness, we have closed themselves any way to identify and explain the properties and the main purpose of thinking: identify lifestyle and behaviour change our actions, and guide them exempt from the power of a particular situation"** [1].

In other words, for the successful training, teachers need to examine the *relationships between emotion and rationality* in the cognitive activity of the student. According to this, practically implement their teaching methods.

Thus, we can conclude that the evaluation criterion of formation of subject specific competences is both cognitive and personal sphere of student.

We should be paying attention not only to inspect student's unwillingness to learn but also to identify the main cause of such resistance, to examine which aspects of the motivational sphere has not formed. We are sure that the effectiveness of modern educational process **in all educational institution** depends on the development students' interests, needs, and motivations.

However, in practice, we observe that the majority of even not bad teachers have some difficulties in the implementation of tasks in these areas of work due to the low level of psychological competence.

From this of view, it is necessary: to assist children with special needs.

The main goal of special education is to develop practicable activities and to form essential skills for children with special need. Therefore, it is the competence approach will help and will improve the quality of life of the very persons in this category. Unfortunately, the very essence, substantial occupancy, the purpose of the competence approach in special education research and practically developed in Kazakhstan, to put it mildly, not at the proper level. It is possible that the same position in a number of places available in educational institutions of different levels.

In the state education development program of the Republic of Kazakhstan 2011-2020, highlighted two problems: educational and social. If education is realized at a certain level, the social formation of the personality traits of graduates as special and secondary schools and universities remains at a low level, which is a cause for concern and sets targets to intensify the search for ways to address the most important task of the National System of Education.

Many of the knowledge and skills that have received during training students in special schools are not fully contribute to the social and labor painless adaptation. So all that surrounds graduate special school presents considerable difficulties, and sometimes it leads to the development of many secondary negative personality traits, long tossing them from different social niches.

How can we help them? In our opinion, one of the ways to solve this problem is the fateful development of a new educational paradigm of these institutions in the light of today's realities and

a special contingent of correctional schools. In addition, of course it is a difficult process. There are certain conditions of efficiency psychocorrectional impact on learning and education. Of course, first of all, throughout the education of children in the special school should be an atmosphere of goodwill. The next crucial requirement is that the child must be placed in front of accessible, understandable, realistic goals to avoid increasing their anxiety and low self-esteem. Promotion should be done moderately and the student should understand and see the results of their own actions and behavior. Evaluation of the results of children's employment should be based on a comparison with previous results. In the practice of correctional school teachers are often limited to verbal evaluation "bad – good." Errors in children should not cause anybody annoyance and irritation. Implementation of these psychological techniques promotes the inclusion of pupils in independent search activity. In addition, without even a cursory analysis of the history of special education, it is impossible to build any successful trend of personality-oriented and practice-education currently in correctional institutions.

It must be emphasized that the educational ideas of special education in the USSR at the time achieved world recognition. The Soviet system was successful because it was based on the results of fundamental research complex Defectology Research Institute of Pedagogical Sciences of the USSR. The main guideline were major achievements special correctional psychology, which has greatly contributed to the development of an active child, age, educational psychology, psycho-educational assessment, neuropsychology, psychopathology, and others. The value of scientific psychology special spools 30-90-ies of XX century was its developmental nature, differentiation and practical orientation.

Many prominent scientists have made a significant contribution to the defectology, which cannot be overestimated (N.G. Morozova,

L.V.Zankov, I.M. Solovev, V.I. Lubovsky, T.N.Vlasova, F .I.Shif, R.E.Levina, MS Pevzner, Lebedinskaya K.S., Dulnev G.M., Meshcheryakov A.I., Rozanov T.V., Boskis R.M. and many others)

However, in our opinion, L.S. Vygotsky realized a humanistic approach to human in the 30s, unable for many years ahead to determine the prospects of psycho-pedagogical science and practice on a global scale. Among his scientific wreath of flowers, a special light special psychology.

The collapse of the Soviet Union has defined the sovereignty of the Union republics. Splash of national identity, the loss of a familiar ideology, values, rapid globalization of the world – all this could not but affect the formation and primarily on special.

Now we are seeing along with the positive trends in the development of society and the negative aspects caused by too fast “modernization.” That fact has relationship to the educational sphere.

Many of the causes of rubbing education, in our view, related to the lack of scientific research psychological aspects of modeling, meaningful aspects of the educational process, insufficient psychological support related activities of educational process. It is clear that modern psychology has to be refocused on the human factor.

Given this, the first and only in Kazakhstan Research Institute of Psychology KazNPU named after Abay in recent years developed the highest priority psychological problems. Development of theoretical and applied aspects of modern personality is the main basis of scientific research institute. Among them is the development of the problems associated with psychological basis of the intellectual potential of the individual [2]. Another area of research staff at the Institute of Psychology is to develop theoretical and practical foundations for the development of psychological health of pupils and students. [3] Social and psychological conditions

of development of creative intellectual personality has also been the subject of a special study of scientists [4]. A special attention paid to the work on scientific and practical foundations of modern psychological support of the educational process in the context of personal development [5]. Given that the psychologizing of modern education integrated process, we developed a comprehensive model that contained many components on filling psychological support activities of educational process [6].

Experimental studies in these areas allowed establishing itself in the fact that our right proposed theoretical and methodological basis of a comprehensive study of the personality back in the 80s of the twentieth century. It has successfully implemented in the XXI century and contributes polymethodological approach to address different aspects of personal development. Implementation of a comprehensive approach to the problems of personality is understood by us as the study of the aggregate of its elements, which are in an interdependent relationship and interdependent relationships among themselves what constitutes integrity and unity, including the factors and mechanisms of personality characteristics growing [7].

Correctional psychology, as you know, is one of the branches of psychology. It is the science of psychology defines the basic methodological aspects of the development of any person through the introduction of educational research advances. New scientific research permits to develop pedagogical and didactic techniques in line with modern realities.

Meanwhile, there is a clear fact of the crisis in psychology. This, of course, concerned about psychologists west and east. Scientists see different reasons and ways to overcome it. For example, V.A. Mazilov [8], the success of the methodology of psychology sees the integration of its various directions in the development of tolerance to the views of colleagues in shaping attitudes at not finding

differences in their views, and to the detection of similarities. He believes the subject of psychology psyche as a complex self-developing system and the subject must act in the wealth of its ties with biological, cultural and social world.

For psychotechnical approach to individual acts F.K. Vasilyuk [9]. Through a liberal approach to psychological research can achieve great success in psychology, said A.V. Yurevich [10].

In fact, many scientists, speaking about the crisis in psychology and associate it with its stages and the main ideas in psychology. For example, the classic paradigm in psychology had a clear definition of the boundaries of science, independence, commitment to accuracy and rigor of the natural sciences. Speaking of non-classical psychology A.G. Asmolov [11] includes in it a completely different field of science. Such as psychoanalysis, Vygotsky's cultural-historical theory, D.N. Uznadze's attitude theory as well as the activity approach to the psyche A. N. Leontiev and S.L. Rubinstein.

It is obvious that here we see new methodological research. It can be argued that the presence of many completely different theories, which are assigned to non-classical psychology, of course, complicate the understanding of the subject of psychology, as here different reading of the basic psychological terms.

But, at the same time, this is what activates the integration of psychological knowledge, which certainly will be very useful pedagogical science, including special education. And this, in turn, stimulates the mutual consistency of the existing areas of science. Not by chance, now booming interdisciplinary communication. Many psychological theories can coexist. Moreover, based on their own research problems, a scientist at the methodological essence has the opportunity to highlight the leading idea.

Thus, it is valuable that the use of synthesis of psychological theories will contribute to the active implementation of integrated research programs. This is a new progressive stage in the

development of psychology of the XXI century. Time and society poses new challenges to it – the need to integrate psychology in the rapidly occurring changes in the world and man in it.

In our view, the crisis in psychology arises in connection with new social and inner situation and increasingly widespread psychoanalysis, psychotherapy practice and the need for active development of ethnic psychology [12].

For special education are the most valuable Maslow's ideas [13], who insisted on expanding the scope of the science of psychology to include her humanistic perspective of personality psychology and experiences.

E.D. Homskaya [14] points to the increasing gap between the theory and the rapidly spreading practice of psychotherapy, which often lacks any theoretical reason: "Nothing corrupts science from the inside, as inattention to the theory, which is based on the professional environment."

Smirnov S.D. [15] emphasizes that the only theory of personality should not be, theories of personality should be set, and always will be many.

V.P. Zinchenko [16] rightly emphasizes that the relationship between theory and practice works quite volatile. Practice on request (currently a lot of money) may exist, and the theory – will not be able to live in this ...

The present system of education in the country defectological trains specialists who are not in full command of the skills and abilities required for the formation of life correctional school graduates competent personality traits.

- Therefore, we should the immediately develop and implement new education standard for teacher-pathologists on the competency-based approach.

- In this connection, the main trend of development of the education of children with disabilities should be his personal

involvement in the educational and social environment. This public policy should be aimed at long-term strategy.

- Kazakhstan should establish a comprehensive system of social and psychological support activities of the subjects of special education and family on a scientific basis, taking into account the ethnic and cultural aspects.

- Psychological and educational support should be an integral part of the modernization of the national education system in the country.

- Develop a management mechanism to address these problems.

- A comprehensive scientific basis of inclusive education.

- In-service training system to identify important condition for the successful solution of these problems through the scientific definition of the list of subjects of competence education.

- Continuous improvement of psychological culture and psychological competence in all parts of the education system, including the family.

L.S. Vygotsky foresaw the current crisis in psychology more than 80 years ago and warned future generations. He was the first who emphasized the role of psychology for the development of pedagogy, believed that the gap between theory and practice, it turns into a deep abyss of the multiple scale of psychological practice [1].

Thus, the above analysis of the crisis in psychology allows identifying at least common but fundamentally new basis for determining the prerequisites for the development of competency in secondary education as well as in correctional institutions.

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CHARACTERISTICS OF TEACHER TRAINING METHODS FOR PERSONALITY-ORIENTED TEACHING EXPANSION

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Abstract

The paper presents characteristics of teacher training methods for personality-oriented teaching expansion. The practice of designing not only primary but also higher education contains acute psychological pedagogical problems, one of the possible approaches to solve it was offered in this paper.

Keywords: teacher training, teacher training methods, personality-oriented teaching

The work of the teacher in the conditions of personality-oriented education requires special and responsible training to the ability to design new type of teaching where program contents is different from the traditional one. Forms and ways of learners' work should be singled out and made a special objective of the development. Finally, the teacher himself should acquire ways and techniques of such process diagnostics that he is going to design. At the same time it is necessary to understand that if there is low level of children's acquisition of the new material, how the correction should be done and assistance provided to those who need it.

Thus, knowledge of developmental psychology, psychology of learning (psychological laws according to which material acquisition

is based on), clear-cut idea about different types of education, including innovative ones, etc. Teacher training program should include all this to help them design teaching as personality-oriented. Giving lectures to the course attendants on "*Theory and practice of personality-oriented teaching*" we became convinced that it is not enough to only inform the teachers about history and searches by different scholars what is personality-oriented teaching like.

The following issues are evidently important but not enough for the teachers' general orientation: the issues about how the problem of a human personality was stated in the philosophy of different times, how it was considered by local and foreign psychology, what are the advantages of different educational systems and what do they lack when we speak about the ways of designing personality-oriented education.

As it was stated above, personality-oriented teaching supposes not the transmission of ready knowledge and definitions. Organization of research and creative work of the schoolchildren is the main objective of the teacher in designing that type of education that corresponds to the requirements of personality-oriented one. Absence of experience in such work of the teacher is sure to provoke numerous difficulties that will not allow him to realize the objectives that can be set forward in the situation of new type of education.

In this connection reference to the program "*Ways of personality-oriented education design*" by L.I. Aidarova was made. This program supplements those that lacks while education and which has mostly information character whatever complete and various it seemed to be.

During the research it was necessary to be aware of the fact that teaching should be designed according to the principles of the 3rd (higher) type of learning, initially supposing creative development of all the participant of pedagogical process (P.Y. Galperin, D. Bruner).

At present this program is used in the work with attendance of advanced teacher training courses at Caspian state university of technologies and engineering named after S. Yesenov. 620 participants of this program have been trained since 2001 to 2008.

Thus the program has been approved and teachers having received such training were capable of working in the key of personality-oriented education.

The objective of the research was to work at not only the ways of designing new programs and technologies but also provide acquisition by them author position. Besides the issue of working with children in a polycultural environment of modern Kazakhstan was included in the program.

The latter objective is the problem of real future, as the process of future teachers' training should include not only course teachers but also psychologists, methodologists, specialists of didactics, ethnographers and teachers of different languages. Cooperation of such various specialists is necessary to provide both children and teachers with the ability to think tolerantly. As it is known nowadays it is very demanded by the society and should become one of the main characteristics of a modern personality.

Working on the course "*Ways of personality-oriented education design*" that is designed on the same psychological fundamentals as programs for children can be organized in two forms: in the form of usual lecture-seminar classes and in the form of work of the attendants at the Workshop.

During the classes at the Workshop besides theoretically significant topics it is supposed to study the material that will become the contents of work of the teachers with children. Classes contents in the Workshop includes the following themes:

- *Timerequirements – the change of education paradigm: fromin formation foraconceptual one. The main aim of new education is personality development of the student and teacher's creative abilities development.*

- *Primary education is basement of education and also the time of optimal development with children abilities to education and special abilities: language, artistic, design, mathematical, etc.*

- *Schoolchildren activity character. Introduction with possible types of learning (according to P.Y. Galperin, D. Bruner). Types of education and abilities problem.*

- *Personality-oriented programs design principles and modern psychology as theoretic basis to design such programs. The concretization of psychological principles of personality-oriented education design on the example of some programs of the system "World discovery".*

- *Ways of designing new type of textbook on conceptual basis. Developing the structure of education-methodical complex in the form of a "model" to expand the education as a growing cooperate creative activity both of the teacher and the student.*

- *Designing the lesson as a "unit" of activity on the statement and solution of different kinds of objectives: lesson-dialogue, lesson-dispute, lesson-conference, lesson-game. Special direction of organization by the teacher of different types of lessons. Conversion to dramaturgy and the basis of theatre art while designing personality-oriented education.*

- *Possible correlation of education and development. The problem of the "zone" of the development. Provision of the perspectives of development of the contents and ways of education design.*

- *Diagnostics of acquisition and diagnostics development. Training teachers in ways of assessment of the quality of program material acquisition, and if it is necessary correction work with the students.*

- *Possible ways of evaluating students' development in intellectual, language and other areas during the process of teaching.*

- *The problem of children's individual development in the conditions of front education. The beginning of creating psychological portrait of a student (on the example of opening personality valuable values for the child of primary school age).*

- *UNESCO Basic provisions related to education in the world in the XXI century.*

The work in the work shop in comparison with traditional forms – lecture and seminar allow to create conditions for deeper both in the theoretical and practical aspects, introduction of the attendants with psychology and its constructive possibilities in the area of new type of education design.

Work with the attendants at Master class had an aim not only to introduce them to the ways of designing a new education system, built on psychological basis. Revealing by the teachers their personal abilities and opportunities to creative activity is also very important. A teacher not having his own experience of creative work is not able to provide the design of such education as cooperation of the teacher with the students.

The following necessary **practices** were outlined for the Workshop. They are:

- *work on personality-oriented programs at different educational institutions;*

- *with schoolchildren of a secondary school;*

- *at a kindergarten;*

- *in the classes with gifted children;*

- *in correction groups;*

- *with children and their parents (practical work can be done not only in classroom condition, but mostly in the work with textbooks at an art studio, photo and cinema studio, theatre and also while organizing journalist and excursion activities of the children);*

- *work of the attendants is also planned as their practical work with their group mates at the Institute of Advanced training for teachers who are not the participants of a Master class.*

- *Acquisition by the participants directing, scenery and acting techniques connected with the necessity to design different types of learning.*

- *Theatre creation in different languages and participation in the work of the theatre in the role of actors, artists, script writers. Practical acquisition of different languages on the material of a number of children plays, first of all. Revealing mental peculiarities and language consciousness that are characteristic of different cultures.*

- *Work at the museums, connected with revealing peculiarities of vision and world perception on art material (painting, sculpture, folklore, etc.).*

- *Practical classes on psychotherapy and psycho correction "East-West".*

In the conditions of the Workshop listeners were involved into two types of work.

First – they were changed into little schoolchildren, like primary schoolchildren were transformed during the lessons into young “teachers”. However, Workshop participants, taking the role of “little schoolchildren” should not only practically acquire the material that they will have to work with their students during the lessons. As it will be shown below, conditional “little children” will have to work with the help of corresponding specialist at complicated issues about the following: how to lead the students from the Russian language to Kazakh, how to move on from Russian culture realities to the revealing of the specificity of other national culture. In the same part of the Workshop participants it was supposed to work out with teachers the way they can move on from designing Russian language textbooks (which is stipulated by the program as one of the main conditions of acquiring by the schoolchildren the author position) to the work on the establishment of another textbook – a Kazakh language textbook.

Another subject of teaching at a Workshop is an acquisition of necessary psychological data. The most important that should be created here by the listeners themselves is a special notebook "*We open psychology and we open ourselves*".

First and second types of work suppose organization and conducting "Conferences" as intermediate results of the teachers' work at the Workshop. It is necessary to point out that programs for such "Conferences" should be regularly produced by the children themselves. These conferences are a kind of control and check up works. These tests have the function of the final part of a definite part of the work not only for the children as it was shown before but are also a diagnostic material for the teachers according to which they can judge the level of perception of the studied material.

Every attendant in the conditions of work at a Workshop begins to develop *his own research Project*, the work at which is regularly discussed during the work of a Master class.

First of all, these are issues connected with the specificity of the nature of Kazakh culture and Kazakh language.

Undoubtedly to work with these themes at a Master-class to help the teachers there should be invited specialists of ethnography, world culture, philology, who will also participate in the work of the workshop.

It is necessary to point out that 90-93 % of the attendants as a rule participated in all kinds of the mentioned activities. The teachers were involved in the following activities that helped them to acquire author position. This is both important for children and teaching them adults personal development.

These types of activities contain such characteristics as general ideas about the material together with the possession of its specifics, ability to reflection as recognition of that "can or cannot accept this objective", orientation for another one as one of the most important personality characteristics, directly connected with the problem of

freedom development, that determines the level of responsibility for what you do.

Thus, Workshop participants were involved in the following types of activities:

- research project;
- designing a model with own illustrations of author "books for kids" for children according to the chosen topics of the program;
- designing own author games to acquire separate topics of the programs;
- participation as co-authors in writing books according to basic topics of the programs "World discovery" for adult readers: teachers, parents, etc.;
- participation in designing bilingual Russian-Kazakh programs and transition to develop programs to design education-methodical complexes for Russian and Kazakh programs;
- participation in preparation and conducting conferences on the topics and program that were designed and offered by the attendants themselves;
- preparation and issuing newspaper on the one hand as the total of the work completed and discovering perspectives;
- composing questions to the test or exam on the course "Ways of designing personality-orientated education";
- conducting such test with the attendants;
- individual development of the last part in the notebook "Discover psychology and discover ourselves";
- participation in the work of usual and experimental classes on the lesson plans, games and disputes, the authors of which they were themselves;
- special information work with parents of the children of experimental classes with the aim to include the volunteers adults in lessons and conferences participation;
- work with those attendants of the Institute of advanced teacher training who do not participate in the work of the Workshop with

the aim of approbation of designed games and scenarios to work with teachers and children of experimental classes.

It is necessary to underline again that education designed according to the principles of the third higher type for both children and adults is equally real on condition that others are presented with active position in learning which does not consist in only acquisition of ready knowledge but directed at the creation of something new produced by themselves.

As professional growth of the course attendants it is necessary to point out that the ability to accept the responsibility for their own activity and its result was developed with them. Also it is important in the growth of positive relationship to himself and people surrounding them. Attendants were also taught to develop the skill to evaluate the facts critically and also reveal in them constructive positive moments. Also the growth of professionalism was proved by the fact that a man always has a wish to improve his activity and widen the borders of his activities. Determining the area of his own professional interests, building up professional plans, inner acceptance of objective sense of his own profession and discovering for himself the sense to work in this area – all this can be observed when an adult is involved in such education which is initially oriented for the search of the conditions of personality development.

Thus the practice of designing not only primary but also higher education contains acute psychological pedagogical problems, one of the possible approaches to solve it was offered in this paper.

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MODERN CONCEPTS OF PERSON'S BEHAVIOR DETERMINATION

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Abstract

The article gives the analysis of the problem of determination of the person's behavior and activity in foreign psychology. The formation of the concepts of psychological mechanisms and driving forces, relations of external and internal directionality of the person with different energetic, disposition, cognitive, and other characteristics is shown in the historical perspective.

Keywords: motivation, motive, drive, instinct, value orientation, person's directionality, disposition, self-actualization.

Variety of philosophical and methodological approaches, the most significant personal theories were developed within, are noted in the world psychological science. They are: depth (psychoanalytical) psychology, behavioral psychology, humanistic psychology, cognitive psychology of personality, etc.

The study of the driving forces of behavior has long-standing history. The objective causal approach to motivation was

substantiated as early as in doctrines of ancient thinkers. Its wider study started in the XV century, in the period of dissemination of the hedonistic ideas, where only seeking pleasure and avoidance of displeasure were recognized as behavior dominants as inherent to the natural organization of the personality. Motivation issues were explicated by Spinoza, Hobbes, and Descartes in the XVII century.

Subsequent to C. Darwin's evolution theory, psychologists started wide research of instincts of animals and men (S. Freud, E. Tolmen, and W. McDougall). They affirmed the principal possibility of understanding of men's behavior in analogy with animals' behavior.

In the psychoanalytical theory of Freud S., appetite and instincts are not differentiated. Organic appetite are recognized as the basis of motivation "libido" and "aggression" instinct, interpreted as the energetic potency of the individual in the system of the non-conscious nucleus of the human psyche, were considered as the leading instincts of men. According to Freud, the most socially valuable characteristics of the human being – ideals, moral principles and beliefs turned out to be just a form of existence of sexual attraction, just a method of its satisfaction[1].

Adler A. emphasizes importance of the personality cohesion as a result of "merger attraction". The personal goal determines the life style, which comes into existence as a compensatory process that counterbalances certain inadequacy. As for the goal, the lifestyle includes concepts of self and the world as well as of the universal method of achievement of the personal goal in this world [2].

In the new-Freud concept of motivation, the priority in its interpretation was given to interpersonal relationships and some other social moments, and motivation was considered as dependent on external, not psycho-dynamic factors.

W. McDougall believed that the man had 18 instincts. At that he considered Instincts as organic to men and animals. The

driving force of behavior, including social one, is special inherited (instinctive) energy ('gome'), determining the character of perception of objects, creating emotional excitement and directing mental and bodily actions of the organism to the goal. Each instinct is in congruence with its emotion, which transforms from short-term state into feeling as a stable and organized system of dispositions – predilections to action. So, McDougall tried to explain behavior of the individual from the drive to the goal, primordially laid in the depth of his psycho-physiological organization, from the inherited character of motivation[3].

A significant step-forward in rethinking of the nature of human motivation was made by representatives of the French sociological school (E. Durkheim, P. Janet, J. Nuttin et al.), who proclaimed social predicament of the man's psyche.

Both in the beginning of formation of foreign theories, and in the contemporary period, ideas of complex dynamic structures, unifying man's social and psycho-physiological peculiarities occupy the central place. Different newest interpretation softens the relation of the personality's external and internal directionality with different energetic and neurophysiological man's characteristics are built in this direction.

"Field" theory of K. Levin was one of the first motivation theories related not only to the man, where the authors showed the necessity of not only holistic, but also adequate understanding of the personality. At the K. Levin's school was studied the phenomenon of acceptance of intention. Quasi-needs were understood by Levin as derived from "true" needs of dynamic intensity of some areas in the system of the personality, striving to a reaction by the way of impetus to achievement of certain goals. Levin admitted the existence of two equivalent man's motivation variables – inherited ones (analogous to animal drives) and acquired ones (ingenious only to men) [4].

The orthodox Gestalt psychology prepared the ground for florescence of such idealistic doctrine as E.Spranger's doctrine is. The principal provisi on of this the oryis these ar chof objective causes of development of the human personalityin correlation of the structure of a separate personality with the spiritual values and culture of the society. At that, the spiritual value is understood as the spirit value. Spranger distinguished 6 types of life understanding: theoretical, economical, aesthetic, social, political, and religious ones [5].

As B.V.Zeigarnik writes: "Types distinguished by Spranger are not certain classification of people; he wanted to show with this differentiation that people differ one from another not because of their temperament, constitution, behavior, but because of the values of their spiritual orientation" [6, p.81]. So, Spranger wanted to show the presence in man of certain spiritual individuality, directionality that is the basis of their attribution to a certain type.

Adherers of behaviourism (E.Thorndike, J.Watson, E.Tolman, B.Skinner, C.Hull, E.Guthrie) and neobehaviorism (N.Miller, J.Dollard, A.Bandura, J.Rotter, K.Spenceetal.) tried to reveal and accentuate influence of the environment on man's psychic activity, and personality was considered by them as a system with a certain model of behavior. In these concepts, motives of behavior are understood as the cause of bodily reactions of the organism in response to external actions, which found its expression in the well-known formula "stimulus -reaction".

The founder of behaviorism J.Watson saw the problem of psychology in investigation of behavior. Having refused consideration of psychic phenomena, he underlined two forms of behavior – "external and internal", connected as stimulus and reaction [7].

N.Miller comes to the problem of driving forces of man's behavior from neobehaviorism positions. Investigating conflicts, Miller discovered that directionality to achievement of the goal

is the stronger, the closer a subject is to such goal; conation to avoid harm and feeling of discomfort is the stronger, the closer a subject is to such stimuli. In the author's opinion, the intensity of the tendency to a void or to approach is related to the need force. If two stimuli are in conflict wins the stronger. His motivation theory has the following expression: need – coding – reinforcement [8].

In the motivation theory of E.Duffy (neobehaviorism), the concept of activation of behavior, which can be described through its directionality (general line of behavior) and intensity (internal excitement, internal activity), is formulated. Duffy tries to solve the problem of coincidence (or non-coincidence) of the direction of activity and stimulus. In her opinion, stimulus and reaction (S – R) are mediated by the processes of cognition and activation. The main idea of the author is that during determination of motivation it is necessary to determine activation and its direction [9].

Affinity of concepts of "directionality of the personality" and "life strategy" can be traced in works of foreign psychologists E.Loche, T.Kesserand R.Rien, C.Sheldon. Thus, effect of goals deliberately set by the man upon the process and the result of his activity is described in the goal setting theory of E.Loche. According to this theory, as soon as the man set goals he intends to reach, such goals start to direct and motivate efforts on their realization [10].

T. Kesserand R.Rien established dependence of the level of psychological health (depression, life energy, satisfaction with life) on selection of this or that value and life orientations. The testees oriented mainly on external values have lower in dices of psychic health and satisfaction with life [11].

C.Sheldon proved experimen tally that life goal sin the personality's mind are represent ed in a finite system; at that, high subjective importance of the internal development goals facilitate

high level of objective well-being and greater efficacy in education activity and interpersonal relations[12].

In the disposition direction (G.Allport, R.Cattel, H.Eysenck, et al.), the personality is considered as a totality of stable internal qualities remaining unchanged in different situations. People possess a wide set of predilections to react in a certain way in different situations, (i.e., personality features), which determines certain invariance in actions, thoughts, and emotions.

G.Allport put forward the idea of personal (personological) approach to man's motivation, and regarded the study of motives as the backbone problem of the personality. In his concept, the personality is presented as an open system and is considered as the subject of motivation. In the motivation-incentive sphere, he distinguishes the level of motives of need (lower) and motives of development (higher). Allport supposed that the reorganization in principle organizing mindsets, motives, evaluations, and predispositions in a unity – and for this purpose he introduced the term “proprium” (positive, creative, striving to development feature of the human nature, covering all aspects of the personality facilitating formation of such internal unity) [13].

In the motivation theory of R.Cattel, behavior is considered as a result of external influences upon the organism. In the man's behavior, one distinguishes abilities, temperament, and dynamic traits. Dynamic traits include ergic needs (factors of inherited reactions) and sentiments (factors of learnt, adopted reactions). The ergic level (“erg” – from Greek translation – “work”) is opposed to need, instinct, and drive. Erg is a variable characterizing motivation; ergic determines stimuli, peculiarities of the individual, his physiological state, ideals, etc. At that, motive is understood as a stimulating drive. In this theory, R.Cattel tries to connect biological and social moments, physiological and psychological parts, without the dominance of the social one[14].

In the existential and humanistic psychology, the system of drives where drive to self-realization dominates is considered as the basis of behavior motivation.

The principal statements of the existential theory in generalized form are as follows:

- man's psyche and consciousness can not be referred to physiological mechanisms;
- man's action always possesses significance (or stimulus) reflecting man's attitude towards the environment;
- reflecting consciousness through which a man frees himself from the situation and opposes to it is specifically human one;
- a human being can not be considered in isolation from the environment he is in continuous interaction.

The most notable representatives of this direction are L. Binswanger, M.Boss, R.May, J.Bugental, V.Frankl. The problem of ‘independence’, ‘onliness’ of each person comes forward.

R.May understands self-actualization as obtaining freedom, understanding of own world and axiological understanding of own posses, obtaining responsibility for one self and one's life journey. The leading tendency of the human behavior or from the position of existential psychology is seen in the search of “ultimate values” – truth, justice, and the purport of existence the man actualizes himself with in[15].

From the point of view of the humanistic psychology, the essence of the man himself moves him continuously in the direction of self-development, unless extremely strong circumstances prevent it. The principal attention in the theories of this direction is concentrated on description of the structure and development of the man's internal experience in the image it is seen by the man himself in his self-comprehension and mentality.

One of the most popular theories is a personological theory of motivation of A.Maslou, whose concept is described in his book

Motivation and Personality (1957). The leading motive of the individual is his drive to continuous development. Motivation has a level (hierarchical) structure represented by different drives. At that, the lower (fundamental) needs must be reasonably satisfied, before higher needs become the dominant of the driving forces in the man's behavior. Maslow distinguished two types of men's motives: deficiency motives and growth motives. The first one are directed at tension reduction, the second ones – at tension increase through search of new and exciting emotions. The scientist revealed several meta-needs, for example, truth, beauty, justice, with the help of which characteristic of self-actualizing people is given. According to Maslow, self-actualization is the highest need, the tendency of realization of the internal potential. Needs have originally immanent, inherited character: meta-needs are also inherited as lower ones; and if they are not satisfied a man goes sick: detachments, distress, apathy, cynicism and like states appear [16].

In the phenomenological direction of psychology of personality developed by K. Rogers, the statement that man's behavior can be understood only in the terms of his subjective feelings occupies the central place. According to K. Rogers' conceptions, people are in their essence goal-oriented, trustworthy, and self-perfecting, capable to build their own lives. The central place in the world of men's feelings belongs to self-concept. All human beings are motivated mainly by the process of growth, which is called the tendency of self-actualization [17].

The research of H. Murray can be also regarded as need theory. The need of success, affiliation and aggression, need of independence and opposition, respect and security, domination and attraction of attention, the need of avoidance of failures and harmful influences, etc. are considered by the scientist as secondary (psychogenic) needs [18].

Motivation concepts characterized with recognition of the leading role of consciousness in determination of the man's behavior appeared in the second half of the XX century.

A representative of the social-cognitive direction J. Rotter considered 6 categories of needs, one of which is the recognition status [19].

H. Heckhausen sees a certain goal state in the framework of the relation "motive-environment" as a man's motive, and the focal moments of his motivation theory are as follows:

- There exist as many different motives, as classes "individual-environment" equivalent in their content;
- Motives are formed in the process of individual development as relatively stable evaluative disposition;
- People differ in individual manifestations (character and force) of motives;
- Men's behavior in a certain moment is motivated by not any and not all possible motives, but by those of the highest motives in the hierarchy that in given conditions are closer to the perspective of achievement of a relevant target state;
- A motive remains sufficient, i.e. participates in motivation of behavior, until the target state of a relevant relation "individual-environment" is achieved;
- Drive to action through a certain motive is noted as motivation. Motivation is thought as the process of choosing from different possible actions, the process regulating, aiming action at achievement of specific for this motive target states and supporting this directivity;
- Motivation, surely, is not an integrated process evenly penetrating the behavioral act. It rather is formed from heterogeneous processes, realizing the self-regulation function on separate phases of the behavioral act, first of all, before and after the action;

- Activity is motivated, i.e. aimed at achievement of the goal of the motive, however, its should not be mixed with motivation (the problem of variety of influence of motivation upon the observed behavior and its results).

The scientist supposes the presence of certain intermediary cognitive processes representing hypothetic constructs. Since such intermediary cognitive processes have personal character, i.e. give information about individual differences, they are included as constituents in the concept of motive [20].

Study in the men's need sphere, K. Obukhovski writes: "Every one who wants to understand a man starts from the search of the cause of his actions". The scientist differentiates the following kinds of needs: physiological, sexual, orientation, and cognitive needs, need in emotional contacts, need to have reason for being [21, p.11].

Therefore, there is not just one concept of driving forces, determinants of the human behavior in the foreign psychology. Each direction uses its own conceptual instruments, resulting in terminological ambiguity in understanding and interpretation of the main concepts in the area of the study of motivation psychology. As the key factors of determination of the human behavior in the presented conceptions are: biological (in the classic psychoanalysis); social (in neo-Freudianism, interactionism); internal factors of development (existential, humanistic psychology); cognitive variables (in the cognitive psychology), etc.

At the present time, analyzed variables continue to exist and have great influence upon the development of the foreign psychology of personality.

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PSYCHOLOGICAL ASPECTS OF MODERN PERSONALITY DEVELOPMENT ON THE BASIS OF THE INTANGIBLE CULTURAL HERITAGE

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Abstract

This article discloses the main problems of modern education in the context of Kazakhstan's cultural-historical theory. Developed the idea of the intangible cultural heritage in the development of personality.

Also described some of the research staff at the Institute of Psychology KazNPU. Abay project MES "Psychological support of the educational process in the modernization of the national education system" for 2013.

Keywords: cultural heritage of cultural-historical psychology, the subjects of the educational process, psychology educational environment, perspectives and solutions, the development model of psychological culture and competence, psychotechnologies.

It is known that in crisis periods escalates interest and sensitivity of people to the issues related to their ethnic affiliation, ethnic identity, integrity, spiritual heritage.

Scientific and practical solution of many problems we see in the deep analysis of works of a brilliant scientist of the XX century L.Vygotsky and the use of these results in actual practice. /1/

Awareness and systematization of psychological theories of L.Vygotsky will be particularly successful in connection with the synthesis of the intangible cultural heritage of the people of Kazakhstan. The fact that the theory of cultural-historical psychology really organic to cultural heritage and civilization, history and art, psychology, and education, sociology, etc. Whichever of these areas, we would take – all can be successfully used L.Vygotsky's ideas in accordance with the realities of today. /1, 2/

In various concepts about the human nature the laws of development of his psyche invested basic relations «human – nature “, “human-society “, “human – god”, “human culture .” As you know, for many decades the human psyche was not considered in the ratio of “human – culture.” A person's world has a way of organization and development of its life in a specific cultural form in the existing cultural heritage. L.Vygotsky emphasized that relations with the world of personality revealed cultural value potential of the human community and therefore a special significance and actuality of acquiring cultural heritage of any nation. /2/

In this regard, we emphasize that it is time to create and approve the State program in which education – really is the main translator

recognition, respect the intangible cultural heritage of the people of Kazakhstan and the main fulfillment of his destiny – the formation of the intellectual creativity of the nation.

Formation of modern as human beings should be considered as a process of active development of cultural heritage. This requires a broad-based interdisciplinary development of fundamental research aimed at establishing its role in the mental life of man and society in general. It is a psychological analysis of the influence of the spiritual heritage of the properties of the individual and his behavior in this complicated world.

Kazakhstan is a multiethnic state. There are huge opportunities for the development of cultural-historical psychology, a variety of attitude, intelligence, emotions, and behavior in general. Many cultures, their interpenetration through perception creates an opportunity to develop new ways of thinking, humanistic in nature.

Therefore, from our point of view, the modern theoretical and methodological basis of psychology is the cultural-historical paradigm, since the content of the cultural- historical approach to education is the unity of social and personal development of our century man.

In KazNPU Abay this idea is being promoted directly to the educational process. Principle of work with students in the last 2-3 years playing the national conservative upbringing vector, guarding the traditions, customs, spiritual heritage, system national specificity of the educational process. /3/

We believe the psychological essence of such education is the civil identity of the person in the ethno-cultural context, which is the basis for the formation of youth integration. This vector is the most faithful, as Kazakhstan is one of the leading places in the world for the conservation and utilization of the national heritage.

Confirmation of these ideas is this, a high-level conference, organized with the support of the UNESCO Cluster Office, the

National Commission for UNESCO of the Republic of Kazakhstan, the Centre of interethnic and interfaith relations Academy of Public Administration under the President, as well as the Artists' Union of Kazakhstan, as well as the fact of its holding in the walls of the first and oldest leading university in the country. /4/

From the point of view of science – it Multicivilizational planetary approach to the formation of modern identity. Personal development success is largely dependent on how to understand and accept the intangible cultural heritage. Psychological Science connects it with the human creative activity. Cognitive sensitivity in the knowledge of the intangible heritage of culture in the human psyche great mental and personality traits are manifested in all kinds of cultural creativity. Ideas in Vygotsky's cultural-historical psychology can be seen in connection with the problem under discussion in the interpretation. It is about the interdependence of mental processes and intangible cultural heritage in the mechanisms of human activity. /1, 5/

The human psyche has historically generates any culture, and it has a major impact on the development of the mind and the formation of the whole person. It is important to remember about the presence of each of us to the cultural and historical characteristics of our psyche, which is fertile ground for the optimal development of the intellectual creativity of the people of Kazakhstan. /1, 5, 6, 7/

Broadly, intangible cultural heritage is continuity through which society and reproduces itself, preserving and passing intact accumulated experience of previous generations.

Thus, the social system ensures it needs some stability, as a prerequisite and starting point for the further development of society. Indeed, the fact that the intangible cultural heritage, there are three main functions it: broadcasting (transmission of culture), social control, and social integration. /6, 7, 8/

Education is also the mechanism by which the culture of a society is projected on the culture of the individual. The fact that

an array of intangible cultural heritage is constantly expanding, and this process, fortunately, is endless. Its increment is known, goes in two directions: prospectively, which is associated with the creation of its new facts; retrospectively when attached that are not considered before. /3, 7/

The problem we are discussing is extremely broad and it becomes global significance. Our urgent task, without going to extremes, to identify the main ways in which we need to go today.

- First, it is essential to combine the realization of personal and professional problems with general humanitarian function. Matching the proper professional problems with cultural context of their discussion.

- The second form in all regions of the country social intellectual reflection.

- There is much work in the area of disclosure sense of spiritual culture of the past in relation to the present day.

- One of the main problems today is the question of ways and means that will ensure the reproduction of intangible cultural heritage in everyday life education.

- Creating conditions for every teacher and student, teacher and student, student freedom of choice in the profession, educational disciplines, teachers, in personal growth. This is the key to success for the implementation of their individual creativity through the contents of the intangible cultural heritage of Kazakhstan.

- Promptly and science-based broadcast from society to the individual the information.

- Continuous assessment, the availability of state heritage for its selection, analysis and use in the formation of the younger generation on the basis psycho age factors.

- Scientists should be able to face to the entire community of human culture, the intangible heritage. Be able to relate to her goals and objectives of research, direct communication with the discoverers of these values.

Recent advances of the country, which will include representatives of the best ideas of international and domestic organizations a spiritual legacy for future generations. All this provides a solid foundation for building a strong, independent and dynamically developing Kazakhstan in the 21st century.

In conclusion, present some results of the Research Institute of Psychology in this direction in recent years.

Analysis of the results of research allows the necessary psychological support activities of educational process, as one of the main components of the effectiveness of the national system of education. All this helped to identify the most pressing issues and relevant research priorities in the in scientific research institute of Psychology KazNPU named after Abay. /9, 10, 11/

One of the most pressing issues stood out scientific-methodological and practical aspects of mental health as to the enduring value of any civilized society. It is specially arranged conditions allow us to solve important problems of modern education – the development of a self-contained highly intellectual creative personality. What is also important issue, which has been successfully developed at the institute. In our view, the main ways psychologization educational environment is an action to improve psychological culture and competence of subjects of the educational process, including family.

It should be emphasized that this is particularly important in the context of the changes in the educational system of Kazakhstan, which again points to the need of scientific substantiation of health – conditions Acme – oriented environment in the modern educational process. So, presented models defining psychological foundations of education. Model can be successfully implemented only if the following principles:

- Humanize and implementation of national protective vector
- commensurate use of resources

- Integrated and integrative
- Inter-agency linkages and continuity
- Continuity
- Communication Science and Practice

On the basis of these models is based content of the training programs developed by the staff of the Institute. /9/

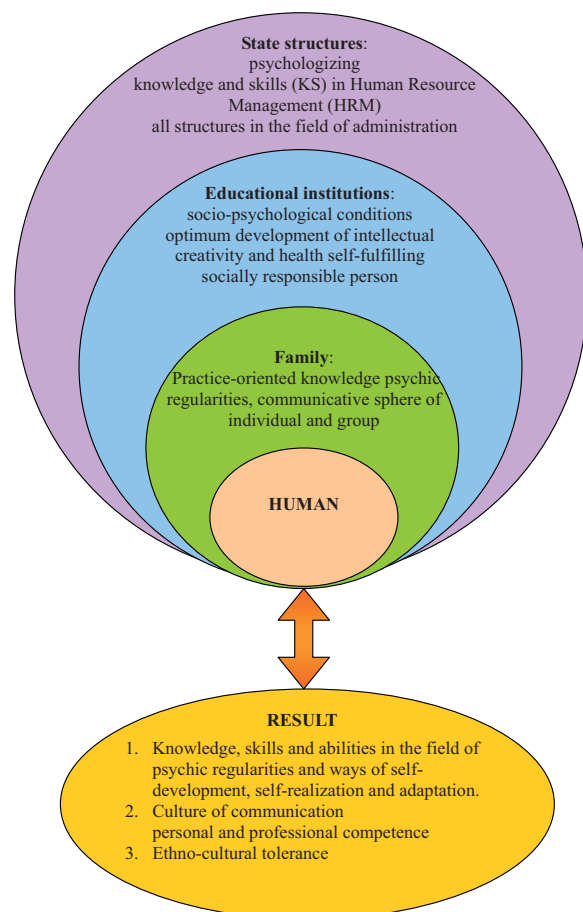


Figure 1. MODEL PSYCHOLOGICAL CULTURE AND COMPETENCE DEVELOPMENT /9/

Currently continuing education requires akmeological approach that will integrate education and research for the development of creative abilities of the individual with the various aspects (age, educational, professional, creative and reflexive).

Given this, the staff at the Institute of Psychology monitored application, which contributed to the creation of social and psychological environment in the context of the problem.

Psychology Research Institute researchers have developed a special methodological arsenal (questionnaires, workshops, trainings, interviews, etc.) which revealed features of the application of innovative educational psychotechnologies – intellectual development of creativity in the educational environment. /10, 11/

The aim of the study was the introduction of a system of information on the development of intellectual and creative abilities of the person, through the use of modular technology training (1 module – Reference, 2 module – Thorough).

Researchers found that psychotechnologies applied haphazardly, without the compatibility of these technologies are not adequately addressed patterns and individual- typological features of the psyche. It's not always taken into account the nature and content of these technologies (focus, manual, target audience, etc.) Next, participants in the study carried out systematic introduction of information about the development of the intellectual and creative abilities of the person, through the use of modular technology training. Training facilities in this study were innovative educational psychotechnologies (brainstorming, aquarium, case studies, role plays, etc.) Socio- psychological trainings have been translated and adapted to the Kazakh-speaking audiences, which also is a certain value of this work. /10, 11/

In Kazakhstan this work on a scientific basis for the first time. In the process of monitoring the Abay Kazakh National Pedagogical Psychology Research Institute studied the features of the application

in the psychotechnologies educational environment and has developed special training programs of intellectual and creative development of the individual in the educational environment. The study uses the basic psychotechnologies analyzed and specialized their impact on various aspects of the creative and intellectual development of the individual in group training sessions.

We list the studied technologies: “Aquarium” Brainstorm Technology “Open Space” (OST), a Case study method, the technology “Integrator”, “Role Play” technology «Push-pull», personal growth trainings and SPT. It turned out these psychotechnologies may be directed to certain aspects of the intellectual and creative development, and application of the system, they contribute to the creation of health-akme-oriented environment. /10, 11/

The research work on this field is continuing.

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CONDITION AND PROSPECTS OF PSYCHOLOGICAL SERVICES IN EDUCATIONAL INSTITUTIONS OF KAZAKHSTAN

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Our state has legislated in the main regulations a top priority of our time – the high quality of education. This task is almost impossible to successfully meet without the psychological component of education.

The main criterion for the quality of education, as you all know ladies and gentlemen, is the development, self-realization, health and well-being.

Social tension in all countries is due to psychological unpreparedness of citizens in the implementation of socio-political choice: the lack of purposeful formation of psychological traits, which enables adaptation to the social environment (communication skills, tolerance, mobility, stress).

There is a deterioration of the health of the nation, among other reasons stand out:

1. Information Overload
2. the use of outdated and inefficient technologies;
3. Low psychological culture of the population;
4. unemployment.

Against the background of these reasons, and in this context it is necessary to consider the growth of individuals with disruptive behavior.

The quality of human life or human development index in the UN documents is measured by three indicators.

1. life expectancy
2. literacy
3. share of gross domestic product per capita

Today, all over the world, scientists emphasize that these three criteria may not have the prices without psychological well-being (emotional satisfaction with the situation, his position in it).

At this conference, we can talk about the need substantial upgrading of psychological support of educational process to the new social demands of society.

One can say that the practical psychology in Kazakhstan has intensified enough, the number of practicing psychologists in various fields, equipped with staff of psychologists in educational institutions. However, despite this positive trend, we have to wonder why some children are bad, why there is a destructive and suicidal behavior, psychologists if all is not well. In all likelihood, is not always practical, the principles of service, or the psychologist approaches the problem piecemeal and without objective scientific data. And the family is not proper social responsibility for the fate of their children.

This conference should identify ways and maintenance, organizational forms a common strategy of psychological support

of the national system of education. As this work depends on the experts, shall briefly on a study of psychological training in Kazakhstan. Practice shows that graduates of psychological faculties and departments are not adequately trained to provide practical counseling immediately after the completion of training. Required substantial revision State Standards for “Pedagogy and Psychology”. It has to be practice-oriented. In addition, in the world to provide practical counseling individuals 21 years of age are not allowed in this work. It would be useful if in the future bachelors were trained in a one-year master’s degree. In such a case, the optimal current State Standard also requires a serious revision in accordance with the above circumstances.

Further, practicing psychologists in the future must constantly and continuously improve their own skills. This process is sometimes haphazard, uncontrolled and sometimes if exercised, professional development, its quality is not always up to par.

Obvious acute shortage of psychological training. Poverty logistics psychological faculties (in fact, psychology students during training do not collide and do not receive the necessary skills to use modern standardized methods and techniques).

They enter the specialty “Psychology and pedagogy” and “Psychology” should receive professional selection, because not every one of them is individual and personal qualities appropriate choice of this profession.

In some cases, these problems are compounded by weak psychological training of teachers and educators, low psychological and pedagogical competence of the family. Then, as a family today should bear the social responsibility for the personal formation of children.

Analysis of practicing psychologists shows that sometimes the effectiveness of psychological practice either low or absent.

In Kazakhstan there is no serious comparative analysis of the effectiveness of the changes in the practice of psychologists

methods. The so-called new methods are often disconnected with the actual needs of psychological practice, with the interests of the client.

In practice, sometimes the principles of psychological services is not enough to be implemented.

At present, all the psychology of love and so many non psychologists work in this field and at the market price, they do not always wisely, and sometimes immoral to use it. It should be possible to counter this social phenomenon.

Private, public associations, centers, psychological associations should also be monitored in accordance with the laws of the Republic of Kazakhstan. For this it is necessary to find instruments that regulate their activity.

Today's conference – it is an important social and public event, and it is in concentrated form to express their attitude to the development of psychological services, the activities of various agencies for the prevention of various disorders of behavior of the younger generation.

Our actions must be consistent, positive, tolerant of different views. We have to have a mutual interest in the organizational, research and practical work. This is a mandatory condition for the creation of such a professional community that can withstand incompetence, monopolies, lack of initiative.

Self-destructive behavior – a kind of deviant behavior in violation of the integrity of the individual. This is a difficult and dangerous phenomenon, unfortunately, widespread nowadays. The most common form of auto-aggressive (suicidal) behavior. Any suicide – is the result of such destructive unauthorized intrapersonal conflict, which is caused by the negative effects of ambient. From the point of view of psychology, suicidal behavior should be seen as a consequence of personality maladjustment, which was carried out illiterate, incompetent, and sometimes cruel treatment at home,

in school, in college. We exclude pathological cases, and it is a relatively healthy children and adolescents.

Therefore, for the successful prevention of self-destructive behavior requires long-term psychological support program aimed at saving the psychological health of adolescents, their personal development, interest, and ability to self-knowledge and self-awareness. This requires the establishment of a system of psychological services in the field of education in a scientific manner.

Suggestions and recommendations

To solve these problems you need the following:

1. MES of RK considered priority fundamental and applied research on the psychological service in the context of prevention of self-destructive behavior.
2. To monitor the activities of psychologists educational institutions of Kazakhstan
3. Develop and approve the organizational and legal documents regulating the activities of the practicing psychologist Kazakhstan in accordance with the modernization of the national education system.
4. Develop a “Concept of psychological support activities of the educational process in the Republic of Kazakhstan.
5. Improve the socio-economic status of psychological science and practice.
6. Increase the number of grants for specialty “Psychology”.
7. At the Institute of Psychology of the KazNPU named after Abay open Republican laboratory of psychological services in education.
8. Develop and approve a permanent state program of training, retraining and advanced training of psychologists RK, defining the content of continuing education for professionals at the Institute of KazNPU named after Abay.

9. When each department to open experimental units psychosocial support to children and adolescents (for social and isolated from safe, disadvantaged, low-income, single-parent families, with slight variations in the psycho-physical development, etc.)

10. Systematically carry out psychological training of heads of educational institutions.

11. Enhance the role of the media for the organization of psychological universal education teachers, parents, pupils and students. Open a special permanent channel – “Psychological Services”.

12. Develop psychological programs work with families to prevent destructive behavior.

THE EXPERIMENTAL STUDY OF MENTAL HEALTH OF STUDYING YOUTH

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The globalization process, the cultural integration and the information technologies the fast pace of development indicates the priorities of modern education. In this context the problem of mental health of modern students will take on such special significance. Therefore, the implementation of health preserving

and acmeologically oriented environment in educational process is of particular importance and relevance. It means improving conditions and maintaining the health of students in the educational process, which contributes to realization of intellectual and creative potential in personality development.

Controllability of this process in many aspects depends on the readiness of psychodiagnostic instruments for the assessment of studies from the standpoint of health preserving.

There are some socio-psychological aspects. The first is a theoretical problem of an integrated approach to personality that assumes certain criteria for defining a students' mental health. The second is practical terms, on the basis of theoretical and methodological data for the creation of health-technology subjects of the educational process.

So solving the problems stated above can be accomplished through an organization of psychological support in teaching and learning process. In this context, the important role of psychological science and practice is obvious. In Kazakhstan at Kazakh National Pedagogical University named after Abai country's first Scientific research institute of Psychology

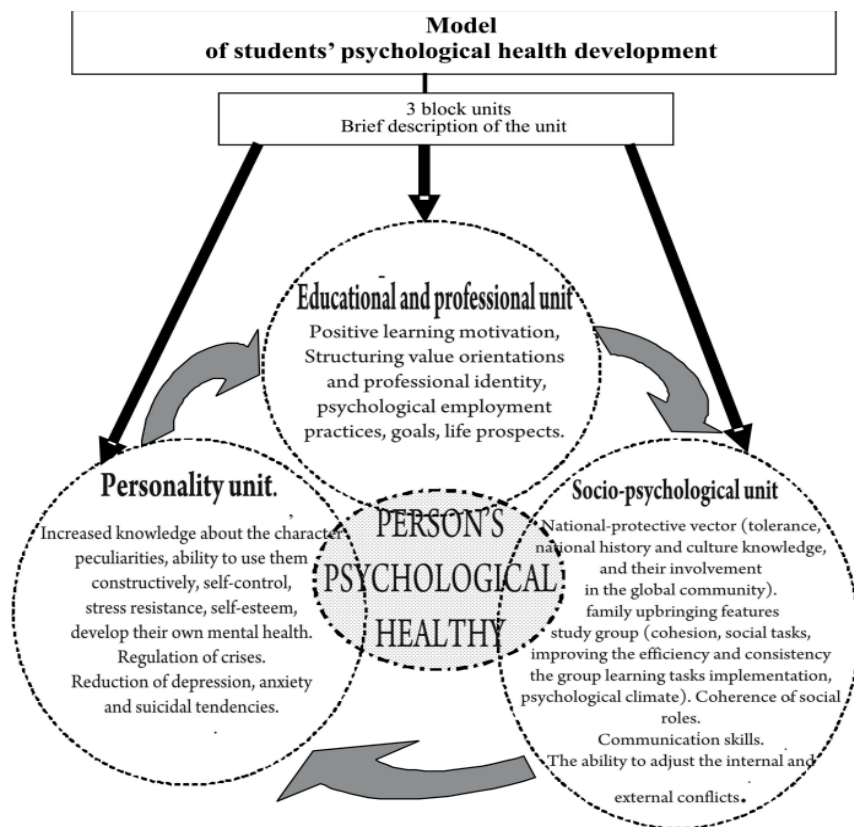
Psychology opened in 2009. One of the research directions of the Institute is to conduct experiments on the development of students' mental health.

The analysis of modern problems of psychological health in Kazakhstan allows to point out the main tendency, gradually rising the number of people who become involved in harmful use of narcotic substances, alcoholic beverages and tobacco products can have a serious impact on mental health and decrease their ability to contribute to society.

We can first of all define the interaction of social, environmental, and genetic factors throughout the lifespan. First is dependence students' behavior on the degree of the negative impact of the

social environment and second is a lack of opportunities for access to and coverage for treatment and prevention services.

Theoretical and methodological basis of this experimental study is a comprehensive approach to a theory of personality development that combines different components and levels of the personality system in providing psychological support for participants of the educational process.



Based on this representation, we have developed a three-block theoretical model of personality development (Fig. 1). The

general structure of models allows for an identification of the most important criteria of psychological health and investigation their interrelationship. The model also opens wide prospects to work out and introduce in practice of modern teaching and learning process programs of social and personality training that improves health preserving and acmeologically-oriented environment.

There are the personal block, educational and professional block, social and psychological block in the model (see Fig. 1). Research workers of Institute of Psychology have experimentally demonstrated practical significance of content components of this theoretical model. The results of the experiment are being actively implemented in the educational process.

The object of our study is the personality development in health preserving and acmeologically-oriented environment. Our experimental study aims at defining characteristics about of students' mental health and at working out technologies of psychological support.

We believe that the educational success is determined by accomplishing the system of psychological support services aimed at promoting mental health and social well-being among students.

According to our theoretical model and experimental data we have proposed and introduced in practice methods, content and conditions for implementation of health preserving and acmeologically-oriented environment.

Based on an integrated approach to personality development we have worked the program of social and personality trainings. We have integrated three main components of our theoretical model of personality development in the training program.

The sample group consisted of 400 people. There are students and staff of schools, professional lyceum and Industrial College in Almaty and students and staff of Karagany Children and Youth association in sample group.

In the experiment, we have considered the following items and criteria for the development of the psychological health (Fig. 1).

An important theoretical aspect of our study is the consideration of the relationship model's components.

We examined typological features of participants such as temperament, types of performance and resistance to stress to identify indicators of individual rhythm of activity and the recommended types of learning activities, as well as work and study motivation, values, and creativity.

We used the following methods:

Modified Ilyin's Tapping test, coping strategies test, 30 proverbs test, Lutoshkina's color test, technique business roles, modified Semantic differential test, projective techniques and Spearman's rank correlation.

We now turn to the analysis of the data. As is known, the temperament determines the effect on the activity of different mental states, levels of mental stress caused by the physical environment, the emotion factors in labor and learning. Persons with of opposite temperament feature resortes to the same employment situation and the different tactics. [6, p.124] In this research project, temperament properties were studied with regard to their effect on stress, social adaptation and the development of individual style in the implementation of educational tasks.

Individual rhythm, the distribution of forces in tasks. Internal factors of efficiency are the rate of responses, decisions and actions of person, the status of various organs and systems, the emotional state and the degree of fatigue.

The balance of forces in the quest psychophysiology associated with the dynamic features of stereotype. "... the physiological functions of the human body can be seen as a complex system of reflexes. At the heart of ... periodically is primarily a mechanism of conditioned reflexes on the effect of environmental factors." [2, p. 18].

Temperament properties as psycho physiological basis of the development of mental health has been studied with a content analysis of the individual products, behavioral manifestations in the trainings, Ilyin's Tapping test, questionnaires, self-reports and interviews, using the method of expert estimates.

In conducted content analysis of the data on the individual style performance. Units of analysis have been isolated.

The form of learning activities and the relationship between the selected units of analysis are shown in

Table 1. The data obtained allow to build the content of learning tasks, stages of employment in accordance with the specifics of the study group and each participant, and to provide forms of adaptation to different types of educational activity. We believe that the style of performance is largely dependent on external conditions.

Table 1 Individual style of working capacity indicators

I	II
Attention distribution to the diversity of sources.	Concentration, the retention on a particular purpose
Propensity to perceive a generalized information, interactive work, a variety of material, theory, and the search for new sources. Avoiding monotonous work that requires concentration.	Concentration, propensity to perceive the specific facts, case studies, drawing on past experience, the information on one main direction. Avoiding dispersion of attention to different sources of rambling information.
Inclusion in the work, working capacity high tempo	The work slowdown, the tendency to stress
Susceptibility to all types of learning activities, (except monotonous) creativity, independence.	need to focus on internal planning, minimization of external activity, recreation, empowerment.
Relaxation	Tension
When holding attention at work in general, preliminary its execution, the ability to run relaxed.	Keeping precise focus on execution tasks, the intensity in detail.
Activity fluctuations	Even distribution of forces
Work on the individual schedule.	Permanent rechecking the results.
Stage of principal highlight	
Characterized by aspiration prioritize the execution tasks, the cost of of forces are optimized for the main key parties work.	

Involvement in the work immediately	Involvement in the work gradually
Preference to orient on the situation, in the process, or aspiration to participate in activities from the start.	Preference to pause, to think, to prepare before being more active.
High level I (idea generation + lack diligence, concentration) can be offset by work in small groups. Combinations II allows you to focus on the execution of routine monotonous tasks, with the specification of outputs and outcomes. Overestimated high level II should be compensated. For example, work with individual schedules or mutual aid.	

We have to describe the relationship of typological and socio-psychological blocks in experimental study of psychological health.

Let us consider the relationship of temperament, stress, copied in a group of coping strategies, social-psychological processes in the study groups, group dynamics, stages, style of management and roles.

In general, today we can speak on actually existing integrative personality-situational approach, which promotes a new understanding of the relationship of “personality” and “environment”. According to this approach, people differ in the expression of the stability of their personal characteristics in different situations. Situations vary according to how they contribute to or delay the expression of individual differences in people, and people with certain personality traits tend to choose certain types of social situations. The work affects the quality of perception and evaluation of problem situations by periodic “clash” of personal abilities, capabilities, skills with the requirements of professional activities.

Thus, coping strategies or coping behavior aimed at eliminating or reducing the impact forces on the individual stressor. Successful adaptation to stress by the level of development of coping resources. Types of coping resources:

- Physical (health, stamina, etc.);

- Psychological (beliefs, self-esteem, locus of control, etc.);
- Social (social relationship).

There is a wide range of coping strategies, behavior, classification and description of which is presented in a number of articles [5, p.29].

We present the results on stress resistance, set of methods has also been applied. The main method was coping strategies test. It identifies stylistic features of reactions to stressful and difficult life situations that can be transmitted in the process of socialization or education. Coping strategies manager often affect stress resistance characteristics in the group, which he directs.

Our analysis of the literature showed that mental health is the result of individual socialization. Until now, there is the basic idea in different areas of psychology and closely representatives in psychoanalysis. Such a view is typical of areas of modern psychology and clearly presented in humanistic psychology, in works of A.Maslow, E.Fromm, K.Horney, K.Abulkhanova-Slavskaya, G.S.Abramova and others [7, p. 89 3, p. 214, 8. 86].

K.Lester [1], investigating the processes of socialization in totalitarian societies, shows that, with experience of social life in a dorm, the individual usually has to give up part of the self through the adoption and implementation of social roles. But, in his opinion, the most neurotic creates a mismatch of the individual views of their actual Ego and ideal Ego. The ideal Ego generated by social environment, usually points at the imperfections of the real Ego. This is expressed by the form of guilt, anxiety, personal degradation, etc. Also, many studies highlight that conflict situations, difficulties in self-realization arising from the mismatch of role expectations (K.Lewin, R.Belbin, E.Berne, V.K. Shabelnikov etc).

In the experiment, we investigated the relationship between coping strategies of group leaders and the most dominant preferences in the training group. Our conclusions were based on

the results of the used tests were compared with those of other researchers, which had an analysis of situational context coping behaviours leaders of different groups.

Many managers with problem-oriented coping strategy believe that the most stressful issues connected with working conditions, problems with facilities and equipment and financial resources.

In the group with an emotionally-oriented strategy is the most stressful situations related to interpersonal relationships, psychological climate, disrespect and lack of understanding representatives in the reference group. Thus, the most stressful for this group is the subjective perception of the situation.

The third strategy of avoiding coping is a situation related to the implementation of direct duties, with a system of authority, responsibility and accountability, and alignment with the adoption of decisions and other management functions.

And finally, fourth coping strategy relates to finding social support, participants consider problematic, situations related to dissatisfaction with the relationship in the team, the social and psychological climate, lack of respect of his subordinates and colleagues.

Coping strategies of students and management styles of group leaders we compared to ability to consider the stressful period of work, characteristic for individual style and a rhythm of performance of the task, found in the above described content analysis. Comparison with ability of students to consider the role, personal and professional repertoire in group and dynamics of group is carried also out them. It allowed to reveal actual abilities of subjects of educational process to self-control, a self-reflection and other forms of self-realization. On this basis, we developed methods to initiate of health preserving skills of studying youth.

We should emphasize that the social and personality training includes techniques, methods and techniques which have not

only education, counselling, and preventive and remedial and therapeutic functions, but also diagnostic. Among them are the diagnostic methods of business roles, methods of coping strategies, we modified the technique of Semantic differential, techniques of transactional analysis of communication, projective techniques and others [4,6,7,9].

Analysis of the results of the experiment showed the following:

- An integrated approach to the study of the psychological health of personality, the usage of our three-component model system revealed the relationship between various components

- Flexible structure of three-component model developed by the authors of this study is able to include a variety of methods, depending on the specific tasks of learning and development. It allows participants to be creative in self-knowledge and in active obtaining skills of health preserving. Proposed in the training program the model can be extended and modified. However, in our opinion, the general idea of an integrated approach to the relationship of all model's components has to remain stable. Only in this case we can talk about the successful implementation of principles of humanity and personality-oriented education.

- We developed and adapted our technology in developing of mental health contributed to the realization of individual approach in the educational process, as we applied a wide range of quantitative and, most importantly, qualitative methods for the study of personality.

- Our modified technique, exercises, technology can be applied not only to psychologists, but also to wide range of the participants of the educational process, to working professionals in the field of applied educational psychology.

As a result, the implication of compulsory psychological support of subjects' activity in the educational process, formulated in conception of the health-preserving environment and based on

scientific data, has been confirmed in our research. Further, we plan to conduct study an additional factors influencing on development of psychologically healthy personality relating to age, ethnic features and social status, etc.

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SOCIAL AND PSYCHOLOGICAL TRAINING AS THE BASIS OF INNOVATIVE TECHNOLOGIES IN MODERN HIGHER EDUCATION

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The urgency of professional education consists in continuous enrichment by every possible trainings, business games, different types of group work with students. At the disposal of professional teachers already there is very extensive quantity of the various literature reflecting anyway practical, theoretical, applied aspects of group pedagogical and psychological works, so-called innovative technologies of education. We will stop on one type of innovative technologies.

The purpose of such forms of education as training is development of social and psychological competence of the personality, that is abilities of the individual effectively to cooperate with people surrounding it /1,2,4,7,8/.

Problems of training can be the following:

- mastering by a certain social and psychological knowledge;
- correction and formation of social and psychological skills of participants;
- awareness of integrity of social and psychological life of people;

- development of ability adequately and to understand itself and others;
- mastering by receptions of decoding of psychological messages which arrive from surrounding people and groups;
- training to the individualized receptions of interpersonal communication;
- sensual knowledge of the participation in arising interpersonal situations.

Leading principle of the organization of social and psychological training is the principle of a dialogist of interaction, that is high-grade interpersonal communication. It is based on respect for another's thought, trust, disposal of participants of mutual suspicions, insincerity, fear. Level of the organization of work considerably depends on how the principle of psychological interaction is practically realized. For achievement of positive personal changes, reorganizations of the relations are sometimes necessary «critical moments, a shock». Therefore in educational training to group such receptions, as open discussion of behavior of participants, elements of the psychodrama and some other emotionally rich means of feedback should be used.

One of the main is the principle of the self-diagnostics provoked by group for each of participants and the head. It includes questions and the exercises calculated on that any of participants of group told about the psychological problems in the content of occupations and offered ways of their practical decision.

It is also necessary to emphasize a principle of a practical materialization of social and psychological phenomena which are studied. Thanks to its realization many manifestations of human mentality not only arise before members of group in the form of theoretical concepts, and become property of their practical experience. It is important to organize experience of the offered interpersonal phenomena by each participant of group.

The question of group acquisition is essential. It is desirable to carry out previous individual interviews with her potential participants. Forming the group, the best not to include in it people with very stereotyped psychological protection as occupations can strengthen uneasiness of such subjects considerably. Besides, it can negatively affect group process. Participation of people which don't intend to work productively in respect of personal development is also undesirable and there are to group only on purpose «method knowledge» or for the sake of pleasant pastime.

As basic point for ensuring successful work of training group the voluntaries principle acts. Members of group should be interested in own changes and are ready to reach a goal purposefully. Unity in group arises much quicker if the group is closed and work in it is accurately structured. Duration of occupations in principle should be defined in advance. To place participants during training the best around in easy chairs. It is important, that each of them was sure that them don't overhear. At an initial stage of training by the major task which is solved by the head, development of group norms and assimilation by participants of the main requirements of training/3,5,6/is. The head should acquaint all with the main norms and principles of training communication in detail:

Communication by a principle «here and now». For many participants the aspiration is characteristic will be switched from direct training work to discussion of last or future events. In this case works the mechanism of psychological protection. But the main idea of training consists in that the group turned into a peculiar volume mirror or even system of mirrors in which each member of group could see itself during performance of exercises. It is reached, in particular, by that in group there is an intensive feedback which is based on confidential interpersonal communication.

Principle of personification of statements. Its essence consists in voluntary refusal of impersonal language forms which help to

hide own position of the one who speaks with daily communication, or to avoid direct statements in undesirable cases. Specifically: instead of statements: it “is considered”... «, some consider that...» in group learn to speak, using forms: «I consider that...», etc.

Emphasis principle in language of feelings. According to it participants of group should place emphasis on emotional conditions and manifestations (own and partners in group) and during feedback if it is possible to use language which fixes such condition. Type ascertaining is an example of a given form of language: «Your manner to speak with voices raised causes in me irritation». For daily communication the address in a similar emotionally accented manner isn't typical. Respectively before each participant the task is put to reconstruct style of the communication and, in particular, to develop ability to “catch”, accurately to identify and adequately to state the feelings.

Activity principle. Observance of this principle is the main requirement to behavior of participants of training. It is a question of real inclusion of each participant in intensive group interaction for the purpose of purposeful knowledge of, the partner, groups in general. In an everyday life of people under the influence of different circumstances quite often becomes reserved and concentrates only on own problems. The task consists in helping it to learn to unite this isolation on itself with an active inclusiveness in another, in the analysis of group processes. On occupations constructive polemic between all participants, including the head is encouraged.

Rapport principle. Provides creating an enabling environment for confidential communication of participants of training, provides group dynamics, considerably defines productivity of occupations. As the first and elementary step to practical creation of such climate the head suggests to accept a uniform form of the address to each other on “you”. It not only psychologically equalizes all members of group, but also introduces a certain element of intimacy and

trust. Besides, trustfulness is supported by an incontestable rule: «To tell only the truth, or at least not to say lies».

Confidentiality principle. Its essence reveals in the recommendation “not to take out” the content of communication which develops in the course of training, for group borders. It too assists establishment of the confidential relations as participants are sure that the content of communication remains within this group, and go on open, sincere contact easier. Confidentiality gives the chance to group to keep the debatable potential; discussion by participants of training of problems of group beyond its limits leads to that readiness and need for discussion of these problems within the group decreases, after all the subject in a certain measure sputters out.

Thus, organizing group work, it is necessary to remember: training of her participants has value not only during intensive and joint emotional experiences, and mainly during understanding, internal reconsideration, disclosure of the reasons of their emergence that is when urgent questions and problems which don't give in to control and strong-willed regulation from the subject are found. Art of the trainer and learning efficiency in many respects depend on, whether it is capable to use the received material, to “extend” from it educational effect as even the most effective games and situations in a concrete situation can appear unproductive.

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BY THE PROBLEM OF THE RELATIONSHIP OF PSYCHOLOGY AND RELIGIOUS IDENTITY

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Abstract

The article contains some psychological aspects of the religiosity of the person, the characteristics of intuitive and analytical types of thinking are given. Disclose the source of **religious disbelief**, various factors contribute to an increased degree of religiosity of the individual. The author identifies the main problems of the psychological aspects of moral and spiritual formation of the creative personality in the context of the problem being discussed. Of special interest are the studies of American and Canadian scientists who experimentally proved the importance of incorporating thought processes and its impact on the level and degree of comprehension of issues of person's religiousness. It indicates the relationship between development and intelligence and affect in the development of the individual. Moral and spiritual formation of the individual must be carried out taking into account the age, individual, typological and ethno-cultural factors of man. The author's position is not rigid Requirements in relation to the individual's need for religion, but in the maintenance of various aspects of religious rituals and the spiritual and moral origins of religion.

Keywords: psychology, personality psychology, religious identity intuitive and analytical thinking, religious unbelief, psychology of religion, feelings and emotions.

In this article, we try to answer some psychological questions, why people become religious.

To do this, we recall that in some **psychological theories** of our thinking is characterized as either **intuitive** or as **analytical**. Than they differ among themselves. Reflecting on life, in search of an answer to the questions she poses in different circumstances, people react differently to them. A person with intuitive thinking comes to quick answers through the shortest mental pathways and instincts. On the contrary, for people with analytical thinking, a thorough, conscious and more thorough interpretation of the situation is required.

It can be assumed that people with intuitive thinking are more likely to support belief in the supernatural and, therefore, it is possible to single out a certain psychological basis for the religiosity of some people with a predominance of an intuitive way of thinking about life.

Analytical thinking is the same person is one of the sources of **religious unbelief, atheism**.

US and Canadian scientists **Will Gervais and Ara Norenzoyan** conducted an interesting experiment.

On the I-st stage, they determined the degree of religiosity of 550 participants of all ages, offering them to evaluate the importance to them such concepts as God?

At the second stage, taking into account the results of what was obtained from the subjects developed analytical skills, constantly showing the image of Rodin's famous sculpture The Thinker. Parallel to this, the subjects were offered to think, reason, rationally choose.

Then the obtained data of I and II stages were compared. It was found that after a special **“on”** analytical thinking person system in 70% of participants on religion changed. It became more neutral, meaningful, not so easy, and led them to deeper reflections on the essence of spirituality.

It is time for the active development and implementation of the integrated approach the whole complex of sciences moral and spiritual formation generation. From this perspective, **the psychology of religion** in Kazakhstan should be allocated in a special place as a scientific direction of modern psychological science and practice. Its development will be successful if the basis of the psychology of religion is considered in the context of connection with the main psychological directions.

In the twentieth century, certain problems of religion were skeptical, but almost all of them are ideologized and politicized, and here one does not have to speak about the scientific objectivity of this science.

In the USSR in 1969 All-Union Conference on the Psychology of Religion was held. Since it was held at the Institute of Scientific Atheism of the Academy of Social Sciences under the Central Committee of the CPSU, it is clear that this was meant by the “psychology of religion”, which set the tasks of “personal approach in atheistic work with believers and anti-religious preventive work with the younger generation”. But the **psychology of religion** at the same time, though, and under the strict supervision of the party, as it were legalized and enacted as a possible scientific direction in the *Soviet Psychology* [1]. It is known that the very fundamental and **general psychology** during the Soviet period was coming to the human psyche in a more active approach.

Meanwhile, the brilliant LS Vygotsky, in whose laboratory we were fortunate enough to learn, speaking about the main problems of psychology, as early as the 30s of the last century pointed to the relative division of the human psyche into two parts: cognitive and emotional-volitional. According to Vygotsky, mainly in the human being are his **feelings and emotions**. Emotions and experiences always reflect the motivation. A variety of emotional attitudes and experiences serve to guide the person’s behavior and attitude

towards the world, toward himself, toward the satisfaction of higher spirituality.

Thus, we are talking about a deep study of a person’s personality, his emotions, experiences and motives. At present, we see how many political, economic, socio-psychological factors influence these processes. Accounting, comprehensive scientific study of the mechanisms of human exposure will help explain a lot of questions as to why **people choose faith and disbelief**.

Western psychology **psychology of religion** has historically considered a part of psychoanalysis, psychiatry, and saw all the problems in her psychopathology. Western scientists with the **psychology of religion** associated with the development of psychological science and practice in general [2], while the analysis of the available rich factual material world advances **the history of psychology, ethnic psychology, economic psychology, social and cross-cultural psychology** of development can make a theoretical and methodological basis of **modern psychology of religion**. Applied aspects of this science are in great demand and this problem has acquired a planetary character.

This includes the issues of studying the social psychology of the structure of religious groups, here the mechanism of communication and its impact on consciousness, religious emotions. The socio-psychological problems of religiosity should be considered primarily from the ethno-cultural aspects. The emergence of numerous sects, religious extremism requires an urgent scientific study of the psychological aspects of the religiosity of the modern personality and groups.

Traditionally, there are three main classes of mental phenomena: mental processes, mental states and psychological properties of the personality. To understand the phenomenon of a religious person, we should know well what personality is in general, and the religious state of the altered consciousness can not be understood

if we do not know the psychology of consciousness. Thus, there was an urgent need to raise the level of psychological culture and psychological competence of all subjects of education and other social groups.

It is especially important, in connection with the discussed problem, the development of the psychology of personality [3].

Created at the KazNPU named after Abay, the Institute of Psychology, which is now being reorganized into the Scientific Center for Personality Psychology, plans to pay special attention to the identification and establishment of the psychological typology of various religious personalities. Now the Center is ready jointly with representatives of other sciences to comprehensively develop conceptual aspects of the psychological peculiarities of religious personality types. The psychological-age questions of the attitude of children to religion demand their resolution. Scientific and competent establishment of problems of the role of religion in the life of a modern child. It is necessary to solve this not authoritarian way, but through sensitive study of the child's inner world, through the creation of a psychological situation of the inseparability of words, deeds and moral deeds.

All of us witnesses as a wave of sects, destructive cults, religious currents has rushed to Kazakhstan for struggle against which the complete and detailed research of their representatives is necessary. Accounting for the ethno-psychological aspects of **the psychology of religion** is the basis of its successful development. It is obvious that ethno-religious factors are connected with politics. The psychology of the "enemy image" is formed, where its ethnic and religious otherness stands first. Here lies the roots of religious extremism, which, with financial support, grow into international terrorism.

All these problems require the scientific development of various aspects related to the spiritual and moral formation of the individual.

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THE METHOD'S DIAGNOSIS AND THE DEVELOPMENT OF MODERN PERSONALITY COMMUNICATIVE COMPETENCE

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Abstract

This article describes some of the methods of diagnosis and the development of communicative competence of the modern individual. Gives information on the nature of communication situations, the psychological problems of interpersonal interaction Procedure and ways of solving them. Communicative competence of modern personality is seen as a system of internal resources required to build effective communicative action in a certain circle of interpersonal situations.

In addition, this article group training is presented as one of the diagnostic methods of communicative competence, which is very effective, but not the only means of communication competence. During

this hours person takes possession of the means of regulation of the internal communication actions, mastering cultural heritage, observing the behavior of others, losing in the imagination of the possible communication situation.

Keywords: communicative competence, personality, diagnostic techniques, group training, interpersonal communication, psychological communication.

A modern approach to the problem of developing and improving the communicative competence of adults is that learning is seen as self-development and self-improvement on the basis of one's own actions, and the diagnosis of competence must become self-diagnostics, self-analysis. The problem of diagnosing competence cannot be solved by simply informing the subject about the results of testing – the essence of it is to organize the diagnostic process in such a way that its participants will receive effective information, i.e. Such, on the basis of which people could themselves carry out the necessary correction of their behavior.

Acquisition of communicative experience occurs not only on the basis of direct participation in acts of communicative interaction with other people. There are many ways to obtain information about the nature of communicative situations, problems of interpersonal interaction Procedure and ways of their solution [1].

Communicative competence is seen as a system of internal resources required to build effective communicative action in a certain circle of interpersonal situations.

Like any action, the communicative act includes the analysis and assessment of the situation, the formation of the goal and composition of the action, the implementation of the plan or its correction, evaluation of effectiveness. Of particular importance for the diagnosis of competence is the analysis of the composition of those internal means of activity that are used for orientation in communicative situations. *Assessment of cognitive resources* to

ensure adequate analysis and interpretation of the situation is a priority diagnostics of communicative competence com [2].

A large block of techniques based on the analysis of “*free description*” of the various communicative situations, the experimenter asked verbally or through pictorial means. This creates the opportunity to coordinate the survey situation with the context of the real or potentially possible sphere of life of the subject, which distinguishes this methodical approach from standardized questionnaires, in which a significant part of the “points” is often irrelevant to the communicative sphere of relevance for the individuals being tested.

A special place among the methods of cognitive resources takes a set of techniques, known *repertoire matrix test* or technique of repertory grids (Fedotov, 1984), and allowing to determine the elemental composition and the method of building cognitive structures on the basis of which there is an organization of social experience [1].

Both of these methodological approaches allow us to identify those components of cognitive resources that people actually use when orienting themselves in communicative situations that are significant for them. The psychodiagnostic data obtained in this way can serve as a reliable basis for choosing the correction methods revealed during the study of inadequacies in the development of the cognitive sphere. It is also important that the techniques mentioned groups being primarily diagnostic may at the same time serve as elements about competence development procedures [2].

Diagnosis competence indicative of the communicative action and partly produced by techniques based on the “*case method*”. This approach has a limitation that does not allow us to directly estimate the cognitive resources used in orienting the communicative action, but on the other hand, it makes it possible to determine the degree of effectiveness of their use, which can be judged by the adequacy of the definition of the situation.

A comprehensive diagnosis of communicative competence, or an assessment of the resources of a communicative act, involves an analysis of the system of internal funds that provide planning for action. In assessing competence are various quantitative and qualitative characteristics of solutions, among which the main place is occupied by an indicator such as the number of different kinds of constructive solutions [1].

Diagnosis of *the executive part of the* communicative action based on the *analysis and evaluation of the operational structure of action*. The analysis of the operational composition is made by observation either in natural conditions or in specially organized game situations simulating situations of real interaction. A great role here is played by the technical means of fixing the behavior of the observed – audio and video recording equipment, as their use increases the accuracy and reliability of the observational data and, what is especially important, the observed itself can be involved in the analysis process.

In the first stage of the analysis carried out an inventory of used **communication techniques** – the operational allocated a unique repertoire. In this repertoire may include **the possession rate of speech, intonation, pause, lexical diversity, skills and activating non-legislative hearings, non-verbal technique: facial expressions and pantomime, gaze fixation, the organization of the communication space, etc.**

Analytical observation of communicative interaction, both real and presented in an artistic form, not only gives the opportunity to “train” acquired cognitive means, but also helps to master means of regulating one’s own communicative behavior. In particular, the process of observation allows us to identify a system of rules, guided by which people organize their interaction, understand what rules contribute to, and which hinder the successful flow of communicative processes. Not by chance observation of

communicative behavior of others is recommended as an effective way to increased I a own competence [2].

An important aspect of the process of forming communication skills is mental reproduction of one’s behavior in various situations. Planning for their actions “in the mind” is an integral part of the normal flowing of communicative action [3]. A person’s ability to act “in the mind” can be purposefully used to provide “controlled spontaneity”, which is an important characteristic of a competent communicative behavior.

Group training, as can be seen from the above, is, although very effective, but by no means the only means of developing communicative competence. **Man seizes internally regulation of communicative actions, mastering cultural heritage, observing the behavior of others, losing in the imagination of the possible communication situation.** Solving the issues of increasing the communicative potential of the individual [4], it is necessary to use the entire arsenal of available funds.

Thus, the communicative competence should be viewed as a system of internal regulation means of communicative action, highlighting the latest in orienting and executive sos were lent. Diagnosis is primarily a process of self-analysis, and development – a process of self-improvement resources of the organization communicative interaction [1].

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DYNAMICS OF SOCIO-PSYCHOLOGICAL CONDITIONS IN THE TRAINING GROUP

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Abstract

The paper presents three main aspects that determine the dynamics of the social and psychological conditions in the study group: Social, psycho-physiological and informational. These content characteristics and some concepts are taken into account to improve the effectiveness of the teaching and educational process. Also in the article some areas of research of the Personality Psychology Center of the KazNPU named after Abay them are touched upon. The problem of education in dialog communication and in the group touches on the key issues of the development of the personality of modern man. In the format of this article, the main attention is paid to general ideas about the laws of group processes seen in different cultural spaces and at different times. Classical Western approaches and continuity of these data in the contemporary space of the CIS culture are compared.

Keywords: Personality, group, group dynamics, acmeo-environment, educational process, comparative analysis, psychological and information aspects.

As shown by recent studies and experience of educational institutions and social-psychological conditions play a lasting role in obtaining high-quality professional knowledge. [1]

It is necessary to create special social and psychological conditions that would facilitate the optimum creative potential subjects of the educational process. In polls of the person as a conscious, free creative activity of the subject in the student age to acquire special relevance and social relevance. In the current situation, the effect of educational and upbringing activity is reduced, first of all, due to insufficient scientific provision of methods or methods of education and upbringing.

Abay KazNPU Psychology of Personality Research Center explores the possibility of creating acme- developing environment in the educational space.

So, let's consider the important components of the cognitive processes in the learning group [2]

Creation and development of the theory of group dynamics associated with the name of Kurt Lewin. *Group dynamics* on K. Levinu – discipline investigating the positive and negative forces that act in this group. As a result of this work, certain trends in the development of groups are evident, in the structure of groups, the presence of certain regularities of their functioning has been revealed. K. Levin, working in the field of social psychology, paid special attention to the functioning and development of small groups. When studying the principles of group dynamics, K. Levin considered the group as a whole and relied on the laws of Gestalt psychology.

The patterns of group dynamics described by Levin can be explained by the action of two basic laws of Gestalt psychology.

I. The whole dominates the parts – more suitable for training groups:

1. The group is not simply a sum of individuals: it modifies the behavior of individual participants.

2. From the outside, it is easier to influence the behavior of the group as a whole than the behavior of its individual member.

3. Each member of the group recognizes that it is dependent on all other members.

II. Individual elements are combined in a whole – more suitable for general social groups:

1. not a similarity, but interdependence is the basis of group formation;

2. A person is inclined to become a member of a group with which he identifies himself, and not at all a member of the group on which he depends most;

3. A person remains among those to whom he feels himself to belong, even if their behavior seems unfair, pressure unfriendly.

In the following, the concept of group dynamics expanded, supplemented, new elements were introduced.

Group dynamics is a set of intra-group socio-psychological processes and phenomena that characterizes the whole cycle of life activity of a small group and its stages: education, functioning, development, stagnation, regression, decay.

S. Kratochvil gives this definition: group dynamics is the development and movement of a group in time, due to the interaction and mutual relations of the group between themselves and the leader, as well as external influences on the group.

The concept of group dynamics includes 5 basic elements:

1. The objectives of the group. 2. Norms of the group. 3. Cohesion of the group. 4. The structure of the group and the problem of leadership. 5. Phases or stages of development of the group.

Elements of group dynamics are all processes occurring in a group that capture and provide psychological changes to the group during its existence.

The group consistency is a key concept of the theory of group dynamics developed by Kurt Lewin. S. Kratochvil defines the

unity of the group as the mutual gravitation of the members of the group to each other. Group cohesion is an indicator of the strength, unity and stability of interpersonal interactions and relationships in a group, characterized by mutual emotional attraction of group members and group satisfaction. Group cohesion can act as a necessary condition for successful work. In a group formed of strangers, some time will necessarily be spent on achieving the level of cohesion that is necessary for solving group problems.

The generalization of the available studies makes it possible to single out the following factors that promote group cohesion:

1. the coincidence of interests, views, values and orientation of the group members;

2. A sufficient level of homogeneity of the composition of the groups.

3. atmosphere of psychological security, goodwill, acceptance;

4. active, emotionally charged joint activities aimed at achieving a goal that is meaningful for all participants;

5. The attractiveness of the facilitator as a model, the model of an optimally functioning participant;

6. The qualified work of the facilitator, using special psychotechnical techniques and exercises to strengthen cohesion;

7. the existence of another group, which can be considered as competing in some respect;

8. The presence in the group of a person who is able to oppose himself to a group that differs sharply from the majority of participants (as the experience of not only trainings, but also of everyday life shows, people are especially quick to rally not in struggle for something, but in fighting against someone). [5]

In general, the better the group meets the needs of people in emotionally saturated interpersonal relationships, so it is more united. The more cohesive the group, the more rigid the group control over the views and actions of its members, the more strictly

the group norms are observed in it, and the higher the degree of acceptance of group values by individuals. In a cohesive group, an atmosphere of attentive attitude and mutual support is created, and a sense of group identity is formed among its members. Cohesion engenders emotional attachment of participants and loyal attitude to common tasks, provides stability to the group even in the most frustrating circumstances and contributes to the development of common standards that make the group sustainable, despite the multidimensionality of individual goals.

Socio-psychological characteristics of cohesive groups:

1. The members of the group communicate more with each other.
2. Participants of the group are open to mutual influence on each other.
3. Participants rarely leave the group.
4. In the group between the participants less hostility to each other and easier to bear it.
5. The self-esteem of the group members is higher.

Adhering to the rules of a cohesive group, its members acquire great popularity in it, which contributes to their self-esteem. Members of a cohesive group are encouraged to use communication skills, which in the future can be useful in interpersonal relationships, both in the group and outside the group. Forced to adhere to the norms, being influenced by other members of the group, they listen more attentively, express themselves more openly, explore themselves more deeply and continue to behave in the same spirit, receiving reinforcement in the form of expressions of affection from the partners meaningful to them. Greater cohesion allows for a more frank expression of hostility and conflict. The more attractive for participants the experience of staying in a group, the more regularly they will attend classes and the more likely that they will remain in the group and will benefit from staying in it.

The reasons for the decline in group cohesion are:

1. occurrence in the training group of small subgroups (this is especially likely in groups exceeding 15 people, however,

sometimes the peculiar competition that appears between the subgroups speeds up the group dynamics and contributes to the optimization of the training);

2. acquaintance (friendship, sympathy) between individual members of the group before the training begins – this leads to concealment of some private information from the rest of the group members, to striving to protect each other and not to engage in polemics, to alienate such a dyad from the group;

3. inept leadership on the part of the facilitator, which can lead to unnecessary tension, conflicts and the collapse of the group;

4. The absence of a single goal, enticing and unifying participants, and joint activities organized by the facilitator; Sluggish group dynamics.

The next element of group dynamics are the ***stages of group development***.

The main stages of the group's development (according to Bolshakov):

- 1. Introduction of participants** with each other and leading. *Characteristics of the stage of dating:* participants appear to each other is not disclosed; The characteristics of the individual are manifested, which are the consequences of his previous social experience; Participants unite a common goal and objectives.

- 2. Stage of aggression or frustration.** *Stage Features:* there is a group of structure formation – each group member is assigned a role; Rules of activity are created; The group prepares to solve its tasks. The stage begins with the identification of claims by the group members for any social role. All members of the group manifest themselves in any way. Maybe two or three leaders, several experts, etc. The distribution of roles can cause a struggle (psychological), which determines the designation of the stage as aggression, but is better frustrated. Gradually, the group is structured according to roles, taking into account the corresponding desire of

the participant. The group forms its structure, the roles are divided: leader, expert, oppositionist, etc.

3. The stage of stable working capacity. The main social niches are filled. The members of the group do not feel the need to work for their authority, for raising their status in terms of assessing the prestige of a particular role.

4. The stage of disintegration of the group. End of classes. Achievement of the set goals. But sometimes the stage of decay can be premature, which is due to the following reasons:

1. Decision in the course of classes of all questions of interest to the group.

2. The confidence of a larger number of participants in the group that they will not be able to do anything else.

3. Physical withdrawal from the group of leaders.

4. Conflict of the coach with the group passed into the destructive phase.

It is not necessary that the sequence and intervals will be accurately executed, but the group according to the socio-psychological mechanisms will go through all these stages.

So, we have considered the main provisions of the teachings of the group dynamics, communication in a group that is one of the most important aspects of the socio-psychological climate in the group, on which the group especially information exchange.

The next task of the article is to consider the technology and methods of constructing classrooms in the informative and communicative manner. In KazNPU it. Abay with this problem is engaged in the Institute of Psychology. According to the investigations of its employees [3,4,5] can note methods and technologies that contribute to favorable social and psychological climate in the study group.

Evidence-based METHODS offered by the Research Institute employees, are the basis of creating acme- developing environment,

they organize a search operation of education entities to address current problems. Such a process of activity can be determined by the laws of the logic of the study of individual styles of cognitive activity, which determines not only the theoretical but empirical level of teaching.

Construction of active methods of personal development and training in acme- environment is also associated with motivation to the personal-professional self-determination, which is one of the indicators of the development of personality, reflected in the integrative model.

Started is based on a number of domestic research of psychological research (Vygotsky, LS, Lisina, Bozovic, Semenova, TS, TP Lukashevich, 1991) have proved that the expression of creative activity is regarded as a person's ability to make changes And new elements in a given program of action, i.e. The ability to produce some new content (in addition to a given sample) under the conditions of individual and group solutions to mental problems.

Employees of the Institute of Psychology offer a number of effective modifications and adaptations of innovative psychotechnologies. The main content of which was based on the use of active student-centered teaching methods.

Problem learning, as opposed to traditional, is a complex kind of interaction of the system, which plays an important role managing their student activities. [4]

The fact that different types of interpersonal interaction (cooperation, conflict Procedure), having at the base of intellectual activity, generate problematic situations and allow an independent search for solutions, justifies the development of **active learning methods as the main content of innovative psycho.** Activity was initially rooted in the need to realize their potential in relation to the world, which contributes to the development of a fully functioning human [5].

The problem field can also be associated with the psychophysiological conditions of the learning situation. These issues are addressed by the direction – ergonomics and engineering psychology.

Saving With the quality of education, with the increasing volume and complexity of knowledge; The tendency to increase computer workplaces changes not only the functions of the teacher, but the entire teaching and upbringing process. Analysis of scientific Research indicates a strengthening of attention to the consideration of ergonomic problems of education.

The ergonomic approach – is the realization of ergonomics requirements for the organization of educational process. The ergonomic approach is to focus on the “human factor”, is the complete fitness of the information-objective environment, the means of instruction for the activities of the subjects of the pedagogical process.

In particular, it is necessary to take into account the physiological, psychological, spiritual, and moral criteria, which are aimed at overcoming the depressed state of education members, caused by various factors of fatigue, to personal growth conditions. An example would be the physical aspect, that is, providing a natural motor and speech activity of pupils in the classroom.

Taking account of these data as Pomo Jette make a choice of educational technologies for zdoroverazvivayuschuyu, akmeoorientirovannuyu environment and neutralize the intensification of the educational process, by reducing the degree of fatigue of students, which is determined by a combination of different characteristics. In this article, we reviewed the research and the basic components of the dynamics of socio-psychological conditions in study groups: social, psycho-physiological and information. We consider it expedient to take into account such information when organizing the educational process.

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THEORETICAL AND PRACTICAL CONTENT OF THE EDUCATIONAL PROCESS PSYCHOLOGIZATION

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Summary

The article presents theoretical and practical bases of psychologizing the educational process. Psychologizing concept contains aspects of development psychological culture and competence.

Today, the main goal of education is the formation of professionally and socially competent person can be resolubilized creativity and self-determination in a changing world, having a strong sense of responsibility and a desire to create.

These tasks can and should solve psychological science and practice. Psychology, psychological research are in demand all areas of social and cultural activities of man. These problems turn us face to human subjectivity. Individuality inner world, self – these are the keys to the development of a citizen of a sovereign republic. Today in psychology anniversary should concern the essence of the man – his self-development. Thus, psychology should be the core of the design of the new education. Psychologization of all its levels – the root of the success of this process.

Psychologization of the educational process – is the systematic application of psychological knowledge, technologies, methods and techniques in the activities of the subjects of the educational process for the successful modernization of the national education system. [1]

We believe, that the main ways of psychologization educational environment is measures to improve psychological culture and competence of subjects of the educational process, including family.

Abay KazNPU Psychology Scientific Research Institute investigators have developed theoretical and practical models in this context.

1. “ Psychological model of successful modernization of the national education system “ which includes the main solutions to the problems raised (the social demand, a joint activity of the state and NGOs) are the final results.

2. “The development of psychological culture and competence “, containing three main areas (state structure, education and family). The main methodological principles models are humanization sourscongruity, complexity, integrative, continuity. All this will

increase the psychological competence of all subjects of the educational process, organize and coordinate their activities in the process of psychological support. [1]

Any concept should be based on specific science-based idea. From our point of view, its main leitmotif – is student-centered education to the development of individuality and potential of all subjects of education. That it creates independence, promotes self-realization that forms of human dignity and self-sufficiency. Results of the implementation models in the future we see the following.

The strategic plan:

- Development of socially responsible , self-sufficient person with a positive spiritual and moral outlook, with high levels of intellectual and creative activity, and adaptive abilities .

In tactical terms:

- Knowledge , skills and abilities in the field of mental patterns and ways of self-development, self-regulation and adaptation;

- Culture of dialogue

personal and professional competence;

- Ethno- cultural tolerance

Social and psychological well-being.

Referring to the history of research and content of these concepts. In general, the problem of psychological culture as an independent phenomenon and systemic psychic growths personality , representing the unity of values, activity-related symptoms and intrinsic forces is investigated in Refs L.S. Kolmogorov, O.I Motkov, YM Zhukov, L.A. Peter's, P.V. Rastyannikova, N.N. Obozova. S.N. Shcherbakov, etc.

Basis for the scientific development concept of psychological culture as internal human culture is primarily to be found in the works of such classics of foreign and domestic psychology as W. Wundt, Sigmund Freud, Carl Jung, Maslow, M.Koul, K.D . Ushinsky, N.Ya.Basov, Vygotsky, B.G. Ananiev, S. Rubinstein, as well as some works by some psychologists of our time.

Also psychological culture of personality actively discussed in the context of the general cultural development of man. Under this approach, we are interested in the phenomenon considered by researchers as the empowerment of the subject adequately interact with the world in the course of targeted external influences (education, training, social environment), or self-development. (N.B. Krylov, A.S. Bison, A.E. Ivey, Rozin V.M. etc.)

Psychological culture – personality tested and assimilated system of constructive methods, skills, self-awareness, communication, self-regulation of emotions and actions, creative research, business management and self-development. Characterized by high quality and self-organization, self-regulation of different types of activity.

Components of psychological culture defined by Kolmogorova L.S. as follows: 1) psychological literacy, 2) psychological competence, 3) value-semantic component, and 4) reflection, and 5) the cultural creativity. [2]

Kulikov L.V. considers that the psychological culture – a set of existing individual, group or ethnic representations of the psyche used forms of regulation and development of the mind. This definition provides a structural representation of the forms of social and psychological support for education.

We are also close view of OI Motkova meaningful components of psychological culture that the author based his eponymous test method. [3]

Psychological culture , along with the best way of life and spiritual values provides a stable and harmonious functioning of the individual is at the same time his expression.

Harmonious functioning manifested in: 1 – good health prevailing 2 – deeper understanding and acceptance of yourself 3 – harmonizing positive attitudes for constructive communication and business management for creative play , etc. – high life satisfaction

– the nature of the dialogue , course of affairs , their health , lifestyle , the creative process – a high level of self-regulation (but not too high!) their desires , emotions and actions , their habits , the process of development, etc.

According to O.I. Motkova, high-level psychological culture involves complex consciously developing special aspirations (trends, needs, orientations), originally inherent in man, and to ensure their implementation of natural ability, a set of matching these aspirations and abilities and skills developed in vivo stable and daily manifest behaviors. [1]

Related in the context of the educational environment psychologization concept is psychological competence . The key word that distinguishes a competent specialist on competent , is the word “efficiency” . In the definition of psychological competence we adhere to the definition given M.A. Kholodnaya [4]

Competence – a special type of organization of subject-specific knowledge, allowing to make effective decisions in the relevant field of activity . Psychological competence can be characterized by an effective, constructive activities (internal and external) on the basis of psychological literacy. It means the effective application of knowledge, skills to solve problems facing man, connection problems and suggests psychological knowledge with generalized knowledge about themselves, a particular person, situation. Literate person knows about something abstract, but on the basis of competent knowledge may concretely and effectively solve any psychological problem.

Every kind of psychological competence has a specific functional purpose and a different impact on professional development. **Cognitive** competence provides an effective solution of professional problems. **Communicative** competence enables successfully position itself as a subject of dialogue, producing positive relationships with others, effective problem solving

professional interaction and provides optimal broadcasting meanings, values, technology, design patterns of interaction with the world.

The criteria of formation of psychological competence in modeling its development can be considered motivation competence, psychological readiness to be competent, the recognition itself competent teacher competence, success of the competent individual style and quality performance. Among individual increments are projected changes integrative plan as axiological and cognitive nature and functional and instrumental, that ultimately involves ensuring harmony professional development, internal consistency and congruence of Conduct for its high performance. [2]

Thus, the relevance of this problem has three methodological aspects:

- **Pedagogical**, involving disclosure of pedagogical framework and conditions of professional and personal development specialist and the study of practical ways to promote its psychological and pedagogical competence, developing appropriate guidelines;

- The **psychological** and developmental needs of human improvement, personal growth with providing him maximum opportunity for self-realization, ensuring socio-psychological literacy competence of the expert, with the continuous development of its psychological culture;

- **Social**, is the influence on the interpersonal relationships between the subjects of education, a system of relations as a whole through the development of psycho-pedagogical competence and professionally significant qualities of the teacher. [5]

Modern informatization computerized and intellectualized society highlighted the human person as the most important factor of self-preservation and social change. Today, more specialists are required, having not only the sum of the specific knowledge and skills, but also have a rich inner potential personality traits and

qualities, capable of empathy, self-assessment and reflection, the formation of values and value orientations, and self-actualization in the future professional activities. So obviously the determining role psychologization educational environment that is associated primarily with the need humanization of education in the broadest sense. The guiding principle of the modern state education policy is its humanistic character, priority of human values, human life and health, free development of personality. Personality-oriented paradigm builds educational space, which allows to solve modern problems of national education. Researchers (NI Alekseev, EV Bondarevskaya, OS Gazman, Guzeev V.V., V.V. Serikov, V.I Slobodchikov, J.S. Yakimanskaya) note that student-centered space will allow the teacher and his pupil to master the methods and mechanisms of self-development, self-determination is a condition for success, fulfillment of all participants in the educational process. [5]

Low levels of subjects of the educational process psychological culture, insufficient use of psychological knowledge in the organization of educational space obstruct the idea of humanization of education lead to ineffectiveness activities. Therefore, the need of specialists who are able to take personal-humanitarian stance puts in the category of urgent problems of increasing primarily psycho-pedagogical competence and culture subjects of education. Psychology Research Institute experts develop this problem through practice-oriented study of psychological health, intellectual and creative potential and socio-psychological conditions of the educational environment.

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ACTUAL ISSUES THE USE OF PSYCHOTECHNOLOGIES “ROLE PLAYING” IN THE EDUCATIONAL ENVIRONMENT

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Organization UNESCO today pays great attention to the introduction of innovative technologies / 1 / Kazakhstan science for the further development of innovative ways to improve the competitiveness also should establish effective and innovative technologies.

In this regard, the Research Institute of Psychology KazNPU. Abay developing a research project MES “Innovative modern

psychotechnologies personality development.” This article will focus on one of those psychotechnologies is “Role playing” and its application in the educational environment.

Thus, the processes of reorganization high school model of education and informatization of educational process, is globalization. Today, the Internet and the media represented in the free access to a wealth of information on fact any subject, students who are studying at the university. Therefore changed significantly and the role of the teacher.

Actual function becomes his creator environment in which students received information is converted into knowledge and experience. As shown by psycho-pedagogical experience, and in particular our research, without specially organized favorable conditions, the development of quality and learning is usually reduced.

Vygotsky argues that the natural and cultural development of the child plan to constitute a single alloy. / 2 / This is also evidenced by the global study comparing the evolutionary, genetic, physiological and cultural development presented in the niche theory.

Thus Y.I. Alexandrov generalizing numerous of global researches convincingly argues that cultural features and new growths secured and develop at the neuron level and activates genetic programs. / 3 / So to create a special environment in education is a major advantage, for example, when compared to distance learning, which reduces the number of direct communication for the exchange of cultural experiences between people.

It should be on the development and adaptation of advanced concepts, acquaintance with the best practices of countries – leaders in the market of educational services, and the development of information technologies, which have had a significant impact on the development of Kazakhstan’s model of education. It should be aimed at solving the problem the demand of future specialist in the conditions of market economy.

Much attention is paid to the effectiveness of the acquired knowledge, mobility professional qualifications in terms of modernity. In this sense, adequate are active training methods.

The exchange of information is moving from the model demonstration by teacher to the multivariate information field, where the examples for the student can be quite different, sometimes unpredictable environmental objects. That solves the problem of effective adaptation to a rapidly changing world. In this vein, it should be noted the psychotechnology "Role playing".

The study of adaptation and creativity of modern personality leads to the conclusion that the assimilation of new experiences takes place efficiently, if a person has built an adequate psycho-physical and social boundaries interact with the world on a variety of distances and applications. /4/

The fact is, the assimilation of the experience is always built around identity, value-semantic orientations and goal-setting. Examples of this are the identity of the family, working team, the perception of the citizenship, a national, ethnic and cultural identity, etc. If a person meets the objectives of the contradictions and values of meaning, the process of assimilation of new cultural experiences and their effectiveness then lose it cannot be a support for professional and personal fulfillment. Formation and personal development in the social system is partly interpreted as a result of conflicts caused by a mismatch of individual human capabilities to the characteristics and requirements of society.

The role-playing technology can solve above mentioned problems, because the role is a function by which the achievement of the person's purposes arises in social interaction. Today's world gives a person, perhaps too large repertoire of roles, which can be difficult to absorb. Educational environment should offer a person the special tools, without which there is role conflict. The socio-psychological research, as a rule, it is contradictory requirements for holders of a role of different social groups.

Consequently solution of this conflict and integrative assimilation at all levels of perception optimally in the communicative process, but in the professional or academic environment should be relatively structured, because it cannot work by means of long-term therapy.

The base in the educational environment for the understanding of the internal conflict, we believe finding the features of cognitive manifestations of such conflict, because one of the main reasons for its occurrence is the personal sense. It gives the experience of emotion and severity, and complexity (or impossible) adequate assessment of the current situation. Technology role playing reveals exactly these features. J. Moreno, the founder of the method of role-playing games in psychotherapy notes its rapid effect on the deeper layers of the psyche. What is important in the educational environment, the method also provides for the development of human competence in communication. It enables a new experience in a universal personal experience, and that we have already noted the main method of implementation of the acquired knowledge. After all, if professional knowledge there are not included – they are not used. In other words communicative competence provides professional content.

This development is carried out in role-playing games, primarily due to: the acquisition of psychological knowledge; the development of specific skills to ensure effective communication and interaction with people; awareness and expansion strategies of the field used in conjunction with the people; a better understanding of ourselves and others; awareness and transformation of motives and attitudes towards ourselves, others, the situation of communication and interaction. Based on the methods, purposes and features educational games are the following varieties. *Simulation games* are used for professional training in the formation of certain production skills. *Plot and role-playing*. They are based on the specific situation –

life, business or otherwise. This creative game in which the plot – a form of intellectual activity, so in this case, plays a very important preparation of the participants and the development of the game scenario. *Innovative games*. Their main difference from other types is that they are mobile structure and conduct of the game in a few teaching-developing “spaces.” *Organizational-activity*. They put the emphasis on the game situation and the diagnosis justifying the choice of solutions to the problem. *Business training*, play kinds of solutions business problems.

Also, they must solve and to prevent various kinds of role conflict, among which are 4 varieties: 1. The inside source – incompatible expectations of one of the participants in the interaction between the 2 sources – incompatible expectations from two or more members of role set between 3 role-playing – different roles of the individual requirements of the conflicting requirements. 4. The person-role conflict – the personal position of the individual is incompatible with the requirements of the role.

Even from this general analysis, it is clear that for the implementation of this technology requires a high level of psychopedagogical competence of specialists. These issues step by step and on the scientific basis are engaged in SRI of Psychology Abay KazNPU.

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