Addendum to the International Psychology Bulletin


Trends in indigenous psychology today: Russia

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As the International Psychology Bulletin (IPB) marks its 15th anniversary in 2012, IPB continues to experiment with effective, new formats to limn psychology across national borders. Under its three editors Ivan Kos (1997-2004), Senel Poyrazli (2004 -2009) and now Grant Rich, IPB has progressed far beyond simple APA news, to fill clear needs in the global psychology literature--offering regional reports, feature articles, book reviews, and peer-reviewed cross-cultural research.

One special challenge is to report the “indigenous psychologies” that naturally flourish within each region of the globe. Indigenous psychology has been defined as “the scientific study of human behavior or mind that is native, that is not transported from other regions and that is designed for its people” (Stevens & Gielen, 2007, p. 151). The largest index of indigenous psychologies has been compiled by the International Union of Psychological Sciences, IUPsyS (Stevens & Wedding, 2006).

In this first-ever addendum, IPB reports on indigenous psychology in Russia. In 2010, Russia celebrated its 125th anniversary of the birth of experimental psychology in 1885, with a major all-Russia conference hosted by the Institute of Psychology of the Russian Academy of Sciences, and resulting in an 888-page volume of Russian-language proceedings (Barabanshikov, 2010). Russian psychology has certainly seen many remarkable twists and turns during its 125 years—from the brilliant research by early giants (Vladimir Bekhterev, Ivan Pavlov, Alexander Luria) to the infamous murder of Bekhterev in 1927, and the outlawing of psychological testing (“testy”) in 1936 by the Communist Party of the Soviet Union (Takooshian & Trusov, 1992). Today, some universities publish multidisciplinary journals which include a section of behavioral/psychological research.*

Professor Alexander Voronov of the State Academic University of Humanities in Russia was one of the key architects of the 2010 all-Russia conference. In this addendum, he was able to enlist two dozen bilingual Russian colleagues and students to provide summaries of their current research--representing a wide array of regions within Russia as well as specialties within psychology. These summaries were minimally edited for uniformity of format, to retain their original tone as well as content. For information, contact a_voronov@inbox.ru

Based on readers’ comments, and the availability of future contributors, this addendum may serve as a model for future sections of IPB, offering English-language readers a window to indigenous psychologies in other regions—China, India, Africa, Latin America. Editor Grant Rich appreciates reader feedback, suggestions, and proposals at optimalex@aol.com.

References:

*One example is the Bulletin of the People’s Friendship University—Psychology and pedagogy, which includes English-language summaries, and is accessible to those who know where to find this on the internet (http://193.232.218.57/?pagec=572).
This is an overview of five central principles which distinguish Russian psychology today.

1. **The principle of psycho-physiological unity** is based on the idea of psyche as a connecting link of organic substratum of psychic and the object, which is represented there. So the substratum, object and psychic is a single whole.

2. **The principle of development** suggests considering the process of adaptation of psyche under the influence of natural changes (development) of nervous system and psycho-physiological functions.

3. **The principle of historicism** means that the way of live, the way of thinking, feeling and also the consciousness are determined by historical development of the society. The consciousness of human beings depends on there social life, the personal experience of people influence there attitudes, there way of thinking and feeling.

4. **The principle of unity of theory and practice** propose to do psychological researches and practice on the foundation of theoretical substantiation. Also theory should change, when it gets feedback from the practice.

5. **The principle of unity of consciousness and activity** – the main principle of soviet psychology. It means that psychological characteristics of person become apparent and at the same time are formed within the activity, and personal characteristics are at the same time preconditions and results of behavior. Person and activity make up a unity.

Further are pointed out couple of the most powerful psychological theories, ensuing from these principles.

"**The psychological theory of activity**” describes process of achievement of a specific goal by the person, which results in transformation of surrounding objects. Activity which we observe when the person works has an internal structure. This structure consists of need, motive, the goal and purposes. Needs mean any need of an organism in something. Motive – the concrete subject, capable to satisfy the need. The goal is an image of result of the actions directed on satisfaction of need. Purpose – concrete conditions of achievement of the goal. 4 components in system give the description of a mental picture of activity. Theory application in practice reduces errors, increases labor productivity. The authors of the theory: S.L.Rubinshtein, B.F.Lomov, A.N.Leont'ev and others.

"**The concept of development of higher mental functions.**”During the cultural and historical development of human being natural mental functions (memory, thought etc.) become unconditioned (controllable). This concept shows how the person gets control over his own mental functions at the expense of internalization of cultural tools for the control of psychic. The higher mental functions develop during the life, are mediated by culture, are originally social and are unconditioned. Author of the concept is L.S.Vygotsky, the followers – A.R.Lurija, A.N.Leont'ev, A.V.Zaporozhets, D.B. Elkonin, P.Y.Galperin and others.

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**Social psychology in Russia today**

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The development of social psychology as an independent discipline in Russia started in the sixties of the XX century. It can be divided into two significant periods: the one before 1991 as Marxism social psychology prevailed in socio-psychological studies for 30 years till the collapse of the Soviet Union, and after 1991 when most theories of Soviet social psychologists were declared ideologically obsolete and many researches were suspended. The current state of social psychology in Russia can be characterized as adaptation to the modern world traditions of socio-psychological studies.

From 1985 to present 1658 theses in the subject area of social psychology were defended in different universities. The most popular subject for contemporary socio-psychological investigations are organizational processes: commitment, identification, satisfaction with work, adaptation in new
approximately 20 percent of all theses on social psychology written within last 4 years cover one of these areas. Studies of intergroup relations take the second place (approximately 13 percent of all theses). The third place take investigations of school adaptation and family relationships (approximately 10 percent of all theses). Topics which are classical for social psychology – leadership, group dynamic, social cognition etc. – are presented in smaller number of studies. This trend reflects the focus of modern social psychology more on practical tasks than on academic researches.

There are two main problems in conducting academic studies on social psychology in modern Russia.

The first problem is the absence of single information space and lack of opportunities to share experiences between social psychologists from different regions of Russia. This is due to the fact that the professional socio-psychological community didn’t exist until the present. This situation is changing and more and more social psychologists join Russian Association of Social Psychology and European Association of Social Psychology (EASP).

The second problem are traditions of socio-psychological investigations in Russia. Theoretical studies significantly dominate empirical researches. But despite the fact that theoretical articles are widely represented in scientific journals, socio-psychological theories are not developed. Questions of methodology are still open. Socio-psychological experiments are not represented in scientific papers and most empirical studies have solely applied character. Despite the fact that the amount of researches increased in whole, another important point is that many empirical studies don’t consider the specifics of modern Russian society and major social problems which exist in contemporary Russia.

In general we can say that modern social psychology in Russia is at the stage of its formation. For successful development of this discipline social psychologists need to rethink the knowledge accumulated in Russian socio-psychological science and take into account the real social context when designing and conducting empirical studies. And undoubtedly, the development of social psychology in Russia will be more successful if done in close cooperation with European and American social psychologists. In the Russian academic tradition developed psychological theories that resonate with the modern Western socio-psychological trends. Dialogue between Russian and Western social psychologists will enrich the world of socio-psychological science, as well as integrate the Russian psychological science in the world community.

**Ethnic psychology in Russia**
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The major issues of ethnic psychology, its theoretical and methodological approaches and the main focus of research conducted within this field in Russia, are in many respects characterised by influences from historical events and developments in other scientific fields, such as ethnology and social sciences as a whole. The formation of ethnic psychology as a field of study started in the first half of XX century and therefore a substantial period of its development extended throughout the existence of the Soviet Union, when social sciences were mainly influenced by Marxist-Leninist methodology, and were defined in isolation from Western science and were focused on internal social domestic theories. For ethnic psychology one such theory was the ethnos theory of Soviet anthropologist Yulian Bromley. According to the Bromley’s theory on ethnicooses (ethnic groups) they are "historically formed aggregates of people, who share common and relatively stable traits of culture (including language) and psychology as well as an awareness of their unity and their distinctiveness from other similar formations" (Bromley, Kozlov 1989: 428). In this definition it is crucial that ethnic groups really exist and that their members hold similar psychological features.

Nowadays there is a broad framework in Russian ethnic psychology in which ethnic groups are considered in a similar way. In compliance with this so called ‘essential approach’ to understanding ethnicity, ethnic psychology is a scientific study of the effect of ethnic origin on abilities, attitudes, values, emotions, motivation, psychological characteristics and the behavior of members of these groups. The major fields of research have become the study of national character and search of objective differentiation between different ethnic groups.
On the other hand, apart from the ‘essential approach’ mentioned above, other approaches to ethnic groups have started to spread since the Soviet Union was dismantled in 1991. In spite of the fact that their views on ethnicity and how it has to be studied can be different, scientists from these directions of research focus on ethnic identity and sense of belonging to a group as key subjects of investigation.

A relatively independent area of research within ethnic psychology in which methodological discussion about ethnicity has been avoided, is the study of ethnic prejudices and stereotypes. Due to the fact that this scientific area of study has been mostly developed during the last ten years, it is not based on domestic theories. A specificity of Russian research, executed within the psychology of prejudice, consists of the fact that researchers rarely conduct experimental research and prefer to use other methods of social psychology.

Finally although the research of ethnic issues in Russia has been developed for more than a century, ethnic psychology can be considered as a scientific field, which has challenges which include the dominance of the ‘essentialist view’ on ethnic groups, the reproduction of the ideas which were offered within soviet social sciences and disregarded the research conducted by non-Russian scientists, for example they prefer to refer to Russian authors, rather than non-Russian ones. However, the tendencies of the last years demonstrate a positive way of development of this area of science in Russia.


Identity of Buryats: latent intraethnic intensity

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The author deals with psychological approach on ethnic identity of Buryats. Buryats are one of the Central Asian peoples formed by various Mongol tribes and clans in the XVIth and XVII centuries. Buryats are a dispersed nation, living mostly in the world’s three largest countries: more than 445 thousand in Russia, more than 44 thousand in Mongolia and about 8 thousand in China.

Latent intraethnic intensity - the identification condition of a person being under ambivalent worlds: patrimonial traditions and integration of cultures. Latent intraethnic intensity is shown in cognitive, affective and behavioral spheres.

Latent intraethnic intensity in affective sphere is shown through connection of plural defensive protection - identifications: attributings, self-attributings.

Latent intraethnic intensity in emotional sphere is shown through estimation experience of own group, ethnic feelings (pride, shame, guilt), self-esteem, ethnic attitudes (satisfaction by membership in an ethnic group, desire to belong to it, requirement for a recognition and respect of advantages of the people, for the worthy ethnic status, desire to correspond to expectations of a sort, a tribe), intraethnic stereotypes.

Latent intraethnic intensity in behavioral sphere is shown as actions and abilities under patrimonial traditions’ expectations. Structural identity components are under the influence of the external control:

1 - a proper name; corporal, physical and behavioral features (ethnic type, poses and gestures); We observe identification with traditional and introduced names. It is necessary to specify the fact for the Buryat two names have special value: the Buddha and Genghis Khan. Both names are sign intrinsic reference points of ethnos.

2 – values, duties and rights.: The Buryat society, like any other traditional society, is based on norms and rules inherited from the ancestors There are traditional and new identifications in claims on a recognition: former and new preferences in clothes, tastes, values in interpersonal relations are appropriated.

3 – the gender identification; remain traditional gender roles of cultural expectations "the traditional Buryat man", «traditional Buryat woman». At the same time Buryats are interested in identifications of modern gender roles.

4 – the psychological past, the present and the future of each concrete individual; Complicated time identifications of Buryats is connected with an archaic picture of the world (it is reflected till now in traditional lexical turns, and also in a national calendar is observed: lunno-solar calendars,
etc.) and modern linear perception of time as well. It is necessary to underline the great role of the past in the individual history of Buryats. The Buryat society carefully preserves its historical memory represented in myths and legends, the so-called bloodline letters describing long successions of generations in every clan. It is still considered respectable to remember at least 7 generations which contributes to the clan consolidation and helps to sustain ties between clans and tribes (Buryats have preserved the traditional division into tribes and clans: the Khori, the Bulagaty, the Ehirity, the Sartuly, the Songoly, the Hongodory etc.)

Developing psychosemantic approach in Russia
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Psychosemantics is relatively new and specifically developed in Russia methodology of experimental research of mental representation including personal consciousness (explicit and implicit level), group values, attitude, beliefs (when group having different size and grouping parameters – age, gender, profession, ethnicity, political orientation and so on) (see Petrenko 1983, 1988, 2005, 2009; Petrenko, Mitina 1997, 2008, 2010). Allowing to explicate implicit representations which typically are very deep and difficult for diagnostic makes psychosemantics very powerful methodology. It have fruitful application in psychology of personality: allows to create psychodiagnostic tools which are more reliable, are free from social desirability, more sensitive to difference among changing states of personal consciousness. Especially it is very powerful method when dealing with socio-cultural issues (including political, ethical, religious, gender representation, psychology of art).

The purpose and in the same time the method of the research using this methodology is reconstruction the system of categories (superordinate personal constructs in the terminology of G.Kelly) through which person perceive world and events around him/her. The paradigm of psychosemantics originates from Ch. Osgood’s construction of semantic spaces (the so-called semantic differential technique) and G. Kelly’s personal construct psychology (repertory grid technique). Russian psychosemantics is founded on the methodological basis of the schools of L. Vygotsky, A. Leontiev, A. Lurija, S. Rubinshtein. Being a psychological discipline, has nevertheless a clear interdisciplinary character, linked with philosophy and sociology. During psychosemantic experiment the subjects’ knowledge, the system of meanings and constructs are investigated in action, and not in introspection.

A psychosemantic approach to the study of personality implements a "subjective" paradigm in the understanding of the other. A meaningful interpretation of the elicited structures inevitably demands that we perceive the world through the eyes of the subject, to feel his/her ways of understanding the world. An individual system of meaning reconstructed from the framework of subjective semantic space provides a specially oriented basis for an empathetical process and gives new semantic grounds.

A psychosemantic approach allows us to outline new principles of personality typology, where the personality of a subject is viewed not as a set of objective characteristics in the space of diagnostic indicators, but as a bearer of a certain image of the world, as a microcosm of individual meaning and senses.

The impossibility of direct access to this knowledge and the limitations of introspection imply using an indirect method for their analysis and revelation. The specificity of psychosemantic approach lies in the fact that the analysis of categorical structures of consciousness, the reconstruction of a system of meaning through which the subject perceives the world, is performed in their operation. The subject classifies something, evaluates or scales things, makes judgments on the
similarly and difference of objects, etc. This enables the researcher to actualize the studied cognitive structures, and these structures are projected to and implicitly contained in the “product” of this activity - the data matrix. Because of complicated structure of such data it needs of developing methodology of data analysis, including traditional multivariate statistics, structural equation modeling, three-mode factor analysis, complexity analysis and so on.

**Metonymy as the method of creative thinking in the Russian language**

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The phenomenon of polysemy, as ability of a word to have simultaneously some values, is characteristic for the major languages of the world, including Russian. The major types of polysemy are the metaphor and a metonymy. The metonymy as a type of polysemy in comparison with a metaphor is investigated insufficiently.

The purpose of our research – the complex (semantic, word-formation and contextually-stylistic) description of Russian metonymy, revealing of its specificity and the semiotics nature.

Main problems of our study are:
1) to prove a position about a metonymy as property of not crossed classes of units;
2) to consider a metonymy from the point of view of deep interpretation as the curtailed structure with figurative sense and its basic syntactic and lexical functions;
3) to develop the functional-semantic typology of metonymical words;
4) to describe the basic laws of the reflected metonymy (nouns, adjectives, verbs);
5) to reveal and systematize the basic contextual functions of metonymies and mechanisms speech meanings.

We adhere to following definition of a metonymy:

Metonymy (from Greek metonymía – "renaming") is the special mechanism of speech activity which represents carrying over a name from one class of subjects on other class of subjects or on other individual object on the basis of contiguity (in space, time, causal relation).

Specificity of a metonymy in its comparison to a metaphor is found out by consideration of its semiotics nature.

The metonymy represents a sign-index, on Charles Pirs's classification. For example, *a smoke is a fire sign*. Metaphor by the nature is an iconic sign – «a sign on similarity to the model».

In modern linguistics it is accepted to allocate different types of metonymy:
1) a language metonymy: Hall₁ (lecture hall) and Hall₂ (the hall applauded);
2) a speech common metonymy: Hat₁ (headdress) and Hat₂ (in Russian - helpless, unpractical person);
3) a speech individually-author's metonymy which is born in the heart of the literary work maintenance, in structure of the art text as aesthetically organized whole: as in the poem 'Out, Out' by Robert Frost where the injured boy holds up his hand "as if to keep the life from spilling." The literal meaning of this line is to keep the blood from spilling but it also tells us that the life of the boy is in mortal danger.

The third type of a metonymy is characterized not only semantic, but also stylistic functions which have the main purpose – the creation of a language image and art structure of the text. Thus, the special method of the figurative image, demanding a creative judgment of a subject and giving esthetically notable experience, is the metonymy, used in the certain art purposes.

Therefore, the main conclusions of our study are two: (1) Metonymy as artistic method consists in create individual meanings of words that are born a particular context and connected with the main lexical meaning by contiguity. (2) Metonymy is a figurative naming of objects through the related specifications and details that make aesthetically experienced sense.
Polysystemic mechanism of personality self-actualization

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From the ancient period of time to the present the problem of the personality self-actualization hasn’t grown stale in the system of the scientific knowledge of man. In our opinion self-actualization has a complicated polysystemic mechanism, its success or lack of success is determined by the split-leveled systems: physical and somatic abilities, psychophysiological and psychological peculiarities, social, pedagogical and ecological conditions etc.

The perceived goal forms the certain directions and tasks for the following actions. The problem solving and the goal achievement are incited by the individual’s motivation. The motivation has the complicated hierarchy in which the egocentric as well as sociocentric motives can be presented. The acute dominance of any given motives doesn’t lead to the real self-actualization of individual. I. Kant remarked profoundly, that the purpose of the human existence is reflected in balanced development of the own perfection and well-being of others. The author stressed, that the questing for “personal happiness” alone leads to egocentrism as well as the permanent aspiration for “improvement of others” gives nothing but dissatisfaction. The motivation induces the person’s materialized activity. The motivated activity is always directed to the particular object in the particular substantial area. The activity itself can have different strength of expression and, as the numerous researches show, it depends on properties of the nervous system and temperament. The activity can have an enormous power provided the motivation is vividly marked and inclinations are favorable, and vice versa, if the motivation is absent or unsteady and the nervous system is weak the activity has unstable strength of manifestation. Being connected with individual’s self-expression the activity is always realized and, depending on knowledge, accumulated experience, level of intellectual development it can have either creative or conservative character. The creativity is characterized by non-standard ways and methods of self-expression, highly- flexible behavior, deep penetration into the essence of the objects and phenomena and assumes greater success of self-actualization than conservatism, the main feature of which is usage of well-known, of the same type, standard schemes in self-fulfillment. When such a strategy is used the individual initially restricts the field of their self-fulfillment capabilities. Manifestation of activity is consciously regulated by the individual and it has different levels of complexity. Self-regulation and self-control complexity of activity and behavior is determined depending on internal settings, power of persuasion and external conditions, which has different in strength impact on individual. On this basis the self-actualization can be fully controlled or occur spontaneously. Each stage of self-actualization consciously evaluated from the successfullness, unsuccessfullness or constructiveness point of view, when the entire resource was used appropriately and yielded favorable results, or from the destructiveness point of view, when the spent force hasn’t brought the expected result. In this regard either positive emotions are experienced, that are impetus for the next stage of self-realization, or negative ones, which are deterrent for the full expression.

Hence the personality self-actualization is multivariable, multisystem formation determined by natural and social factors, manifested in all spheres of individual’s life during ontogenesis.

System diagnostics of the personal qualities

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Psychology has not got an integrated to the essence of the personal qualities. The scientists, who are engaged in the psychology of personality, have come to the conclusion that it is impossible to observe the person’s qualities directly (they are not given spontaneously).
Thus, the person’s quality is just a kind of hypothesis, due to which we are able to understand such characteristic features of a person as steadiness, stability and consistency.

There are different approaches to the essence of definition and understanding of the personal quality:

- the identification of the personal qualities and the traits of the character;
- the convergence of the personal qualities and the temperamental characteristics;
- such notions as necessities, personal qualities, directions and sets are seemed to be similar.

In the Russian psychology the problem of psychic phenomena in their interconnection and entity has been studying via the system-functional approach (B. Ananjev, G. Zalevsky, V. Zinchenko, E. Zeer, A. Leontiev, B. Lomov, A. Pappoort etc.) To work out the principles of system diagnostics we should use the thesis of Prof. A. Krupnov, who developed theoretical aspects of the system-diagnostics of the personal qualities based on the multidimensional –functional set-up. System diagnostics of personal qualities includes the analysis of such components as functional unity of aim-motivated, adjusting-relevant, cognitive, result-oriented, dynamic, emotional, regulatory and reflex-estimative. In this case each component is considered to be a bipolar scale and consists of two independent variables: harmonic and inharmonic.

Harmonic variables are: social aims as a part of the adjusting-aimed component, intensity as a part of dynamic component, sthenia as a part of an emotional component, internals as a part of regulative component, socio-centric as a part of motivation, meaningfulness in a cognitive component, productivity as a part of resultative component. Inharmonic variables are: subjective aims, non-intensity, non-sthenia, externals, egocentrism, awareness, subjective productivity and difficulty in quality realization (a reflex-estimative component). Nowadays Krupnov’s criteria of multidimensional –functional set-up are successfully realized in the theoretical and practical research of personality. A great number of correctional-diagnostic tests of a new generation are developed on the basis of its set up. They were used in studying of different personal qualities such as sociability (N. Budreika, A. Krupnov, I. Matveeva, N. Shlyahta), persistence (O. Barabash, I. Ponomareva), curiosity (S. Kudinov), initiative (N. Tuchak, A. Pyatinin), responsibility (I. Kurenkov, V. Pryadein), orderliness (R. Ershova).

The systematic diagnostics helped the researches not only to describe the multidimensional structure of the qualities under study but also helped to work out the adjusted technologies of their correlation and self-regulation. They allow us to use them pointlike on the different components of the personal qualities in order of their further development.

**Model of typology of loneliness**

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Loneliness in a variety of life situations is always a deep and personal experience. Academic psychology aspires to generalization of the saved experience. But now in science there are lots of approaches to the understanding of loneliness. They are based on different interpretations of its nature and causes. The Department of Applied Psychology of Vyatka State Humanities University attempts to reconsider the concepts of loneliness. We aim to create the typology of loneliness based on an understanding of its multi level structure. The model rests on results of empirical researches of loneliness structure, on the methodological analysis of the domestic and foreign concepts of loneliness, on the results of the semantic analysis of the statements of the lonely people. Model of the typology includes five types describing the state of lonely people on different levels. These are value-semantic, motivational and behavioral levels.

We call the first type of loneliness the deficient type. Its determiners are non-satisfactory need in the social environment, need to be involved, a sense of belonging. The type mainly relate with motivational sphere of personality. This loneliness underlines the aspiration to other people.

We call the second avoiding type. Its determiners are non-constructive aggressive and passive strategies. Aggressive strategies include conflict, obstinacy, the desire to dominate, control. Passive strategies include timidly, shyness, fear o not to be accepted. Person is not fully aware of the causes of his loneliness. He transfers his part of responsibility to others. The type relates to behavioral sphere of personality and depends on the use of non-constructive strategies.
The third type was called alienating type. Its determiners are need to form rigid personal boundaries to save personal basic security. "I" can be protected by the emotional barrier. An other person is perceived as an object and do not cause feelings. A specific feature of this type is a conflict between the desire for security and self-disclosure to other people. The type relate with the value-semantic sphere of personality. The value of the other person is insignificant and is devalued.

We call the fourth self-isolation type. It also relates to the value-semantic sphere but unlike the alienating type the value of the other person is central. Loneliness is determined by sense of "otherness" and inability to open in front of another person. It is "loneliness in a crowd". The conflict between the desire to be among people and dissatisfaction in communicating leads to the removal from others and oneself.

The fifth type (existential) was taken from existential psychology (Irvin Yalom, Erich Fromm). This is common feeling of remoteness from the world and people. It is inherent to every person regardless of her success and social status. The ability to experience existential loneliness is the ability to in-depth and constructive dialogue with the inner world. Loneliness determines the desire to comprehend one’s essence and to disclose themselves.

Further development of the typology is the systematic testing of its empirical validity. It's necessary to adjust the contents and structure of the model becomes typology.

Objective and subjective conditions to determine the character of temporal personality’s perspective

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The investigation target is the temporal personality’s perspective.

The goal of the work is to distinguish and describe the objective and subjective conditions determining the character of temporal personality’s perspective.

In the course of the work there was done the analytical review, generalization and systematization of the outcomes of current theoretical and empirical researches on the problems of temporal perspective. There were also done the empirical researches of specifying character for the temporal personality’s perspective of the Kamchatskiy Krai’s residents. The work also developed the model of the temporal perspective for psychologically-safe personality. Herewith the common assumption for all researches is in that the temporal personality’s perspective represents itself not just the form of subjective reflection of objective time but the form of intentionality of the subject in the unity of temporal and spatial characteristic.

On the basis of theoretical analysis there was made the inventory of the factors affecting the character of temporal personality’s perspective: objective factors (peculiar features of habitation environment including environment extremeness, socialization specificity, group belonging, professional orientation, sex and age peculiarities) and subjective factors (individual and psychological features of personality, psychological safety, personality’s activity, current emotional state). It was specified that external factors predominantly determine the structural-dynamic characteristics of temporal perspective at the time when the inner ones affect the content, length, intention and balance of temporal perspective. The criteria for the balanced state of temporal perspective are the emotional intensity of the present, satisfaction with the part, and meaningfulness of the future.

It has been proved that the balance of personality temporal perspective is violated under the influence of various factors such as deformation of personality conceptual sphere, low or extremely high degree of uncertainly tolerance aversion to the physical and/or social environment, presence of neurotic tendencies in the development of the personality etc.
The paper describes phenomenology of delayed life scenario based on the example of contract military men and persons with negative attitude to the physical environment. The phenomenon of delayed life is manifested in focusing on the future and great future expectations, devaluation of the current present life, the absence of any connection between the present and the future etc.

While constructing the model of temporal perspective of psychologically safe personality it was revealed that the negative attitude to the past was connected with all the parameters of psychological safety, whereas the positive attitude to the past (as well as the general future orientation) had no direct influence on psychological safety of the personality. Fatalistic attitude to life in general decreases the level of psychological safety. In case of personality’s blocking one or two temporal modes hedonistic approach to the present is an additional resource that facilitates the achievement of psychological safety.

The accomplished results can be used for the prognosis of the personality development in the context of psychological safety of a person and can form the basis for the development of the programmes of psychological support of people with various deformations of the conceptual sphere connected with the violations of temporal orientation (the delayed life scenario, sense of life vacuum, redundant existential anxiety etc.)

Psychological Distinctive Features of Innovatively Active Youth: Russian Outlook

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The abstract highlights the research on the psychological determinants of the success of students’ involvement into innovative activity and efficiency of its implementation. The research was carried out within a four-year joint project (2007-2010) of the Psychology Department (Russia, National Research Tomsk State University) and the Russian Foundation for Assistance to Small Innovation Enterprises in the Scientific-Technical Field (Russia, Moscow) – “Elaboration and Implementation of the Psychological-Educational Support of Getting the Young Involved into Innovative Activity”.

Total sample of the research was represented by 958 participants of the youth innovation contests ((the participants of) the All-Russian Youth Scientific Innovation Contest (in Russian it is abbreviated as У.М.Н.И.К which can be translated in English as “the smart one”); the Youth Contest of Business Innovation Technologies (“BIT-Siberia”); the contest of the entrepreneurial projects “The First Step”; the modern youth business project “Time is for Business!”) organized by the governmental non-commercial organizations in three Federal Administrative Districts of Russia (City of Moscow (195), Southern Federal District (136) and Siberian Federal District (627).

The principles of system anthropological psychology are posed as the system foundation of this research which in addition to the epistemological, transspective and tendency-based analyses, historical-evolutionary approach allowed to investigate the research problem following the post-non-classical paradigm and broaden the perspective of new understanding of the phenomenon of a person primarily from the point of view of their innovative (transforming) potential both in the relation to the surrounding reality as well as to themselves. The research methods included: self-assessment tool Career Anchors (E. Schein), Hardiness Survey (S. Maddi, adapted by D.A. Leontyev, E.I. Rasskazova); questionnaire Self-organization of Activity (E.Y. Mandrikov); scale Tolerance for Ambiguity (MSTAT-I D.L. McLain, adapted by E.G. Lukovitskaya); diagnostic tool Specific Features of Communication (V.N. Nedashkovskiy), diagnostic tool Life Satisfaction.
Analysis of the twenty-four variables measured with the six diagnostic tools allowed to single out three groups of research participants differentiated by the distinctive features of psychological profiles. Each psychological profile has a certain mix of features analysis of which allowed specifying both the personal “deficits” (limitations) and resources of getting involved into innovative activity.

Comparative analysis of the psychological profiles of participants of the contests of the innovative projects in the scientific-technical field and participants of the contests of the entrepreneurial business-projects revealed significant differences. The analysis of the work regularly carried out with the participants of the contests allowed us to reveal the psychological-educational context of the problems which become obstacles of moving of the major part of “the smart ones” on to implementation of the entrepreneurial projects: simplification of functional role of innovative activity in the scope of opportunities; “fluid” identity blurring the frameworks of innovative activity; denial, rejection and over generalization of entrepreneurial culture; limited added value of team work in innovative activity; lack in communicative competence and presentation skills; inefficient time-management.

The research results have an interdisciplinary potential of being interpreted in various socially relevant contexts with the objective of providing informed solutions to complex problems of innovative development of modern society.

Prior experience can be busy
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A model of the result (functional system, Anokhin, 1974) is considered as a unit of individual experience structure within systemic psychophysiology (Shvyrkov, 1986 in ‘Human memory and cognitive capabilities...’; Alexandrov et al., 2000 in ‘Conceptual advances in brain research’). Learning leads to formation of a new functional system: the system becomes an addition to the previously formed experience, not a substitution; the new system can be revealed via task-related single-neuron activity analysis (Ibid). We suppose that new system formation takes time and requires modification of prior experience (Alexandrov, 2005, Zh. Vyssh. Nerv. Deiat.), which is considered as consolidation and reconsolidation processes (Dudai, 2004; 2006; Sara, 2000 etc.). Is the prior experience available for modification while being consolidated?

We used single-neuron recording technique in freely-moving rabbits (e.g. Alexandrov et al., 1990, Acta Physiol. Scand) to compare neuronal subsumption of two behaviors formed with different training schedules. The animals successively learned to get food using two new ways of operant behavior: ring pulling and lever pressing. In our setup these two have much in common, and are subject for substantial transfer. For one group of rabbits lever pressing was introduced within three hours after acquisition of ring pulling (“short-interval” group, SI), intended for overlap of ring- and lever-related consolidation processes. For another group ring pulling was overtrained for three days before lever introduction (“long-interval” group, LI). Hence, in the latter group the prior experience had been consolidated and repeatedly reactivated by the moment of the next learning.

Our neuron-activity analysis leads to identification of cells specialized in relation to behavioral acts (Shvyrkov, 1986). The acts were parts of behavioral cycles (looped movement from ring/lever to the feeder and back), split according to the stages of learning. The neuronal activity was recorded from posterior cingulate cortex during the ring-lever switching sessions (10-15 loops each) that were similar in the two groups. Proportion of neurons specialized in relation to the new behavioral acts was compared between the groups (Fisher exact test).

We have found several significant differences of neuronal sets that we relate to the behavioral effects of interference and transfer of learning. The interference effect was more pronounced in the SI group (number of errors before switch; Mann-Whitney test), whereas the transfer effect was significant in both groups (for more about transfer see Sozinov et al., 2008, Intl. J. Psychophysiol.) We assessed the percentage of neurons specialized in relation to the new behavioral acts, presumably formed during the experiment (N-neurons: 92 out of 250 recorded). They were further sorted as either “shared” – that fire in the corresponding acts of both ring pulling, and lever pressing loops – or “private” – that fire specifically during either pulling, or pressing loops. The SI group appeared to have more “private” neurons (see also
We conclude that in case of immediate learning the new behaviors share less newly specialized neurons. Thus, the prior experience is less prone to learning-related modification, if its own consolidation is in progress. We also speculate that the interference effect might be based not only on new (not consolidated) memory disturbance, but is also determined by reconsolidation of prior memories – the process termed accommodative reconsolidation (Alexandrov et al., 2001, Acta Physiol. Scand.).

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**Life principles in person's self-development**

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The article touches upon my investigation concerning life principles of a person. Life principles as phenomena are statements comprising ideas chosen by a person as those ones determining his daily behavior and actions. The person arranging his own life according to conscious principles acts as a creating personality. The importance of choosing these or those principles is determined by ways of the development of a person as an individual. Life principles can not only ensure the creative development of a person. In case principles are nonconstructive they may lead to stagnation and pathological problems.

We rely on the concept of L.S. Vygotsky speaking about mediated character of the mental process and his proposition about speech as the main thing for building a personality. Life principles are not the only means of self-development. To support and develop self-concept we also use ideals, images, actions.

The investigation of life principles is carried out in accordance with two plans.

The first plan aims at studying life principles as a phenomenon reflecting public conscience. The method used is: Retrospective form of life principles (N.A. Nizovskikh). Respondents are offered to write down their life principles, state the age when each of these principles was formulated, identify the source of getting it and estimate their following this principle in real life on a ten-points scale. The investigations were fulfilled in female samples in 1992-1994 (N = 496) and in 1998-2002 (N =496) and also in male samples in 2004 (N = 507). Results show that the structure and content of life principles in male and female samples have substantial likeness and some differences as well. We came to the conclusion that life principles of respondents representing particular social groups are relatively permanent constructs reflecting both universal values, mentality and something special due to the historical development of the society.

The second plan represents studying of life principles as a phenomenon reflecting individual consciousness. The method used is: The psycho-semantic methodology of causes attribution to life principles of a personality. (N.A. Nizovskikh, V.F. Petrenko). The main point of this methodology is building of semantic space on the basis of attribution of some causes to life principles aimed at reconstructing underlying meanings which mediated the process of self-development. The procedure is the following: in accordance with a number of unipolar scales formed by life principles, a respondent estimates the number of causes explaining the compliance with this or that principle in life by using a six-points scale. Forming of a scale of measurement consists of formulating 30-35 life principles. 50 statements like “material interests”, “love to another person”, etc. act as “objects” of scaling. Matrix of individual data is processed with the help of factor analysis. The interpretation of sorted factors and building of semantic space is carried out. An advisory discussion is held with a respondent. The investigations were fulfilled as "case study" in female samples in 1992-1994 and in 1998-2002 (N=36).

Prospects of studying of life principles are connected with carrying out cross-cultural investigations and making tests.
Intercultural Adaptation to Russia of Foreign Students from Different Regions

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The aim of the research - revealing of cultural specificity in levels and combinations of various aspects of intercultural adaptation of foreign students to Russia.

The research was conducted in 2010 on the basis of PFUR (Moscow). 351 foreign students from 5 regions of the world were involved in it.

14 techniques were applied to measure various aspects of intercultural adaptation of foreign students: operational and dynamic, motivational, cognitive, emotional, regulatory aspects, productivity, tolerance. We used statistical techniques: Kruskall-Wallis test, Multiple range tests, multifactorial dispersive analysis, Spearman's rank correlation coefficient, factorial analysis.

We reached the following conclusions.

The most harmonious style of intercultural adaptation have students from Central Asia and South America. In the structure of these students’ adaptation world view plays a leading role. Socialization occurs at a deeper (intrapersonal) level. Students internalize the norms of intercultural interaction, integrate them with their personal system of values, making their tolerant behavior is relatively independent of the situation. Emotional and social intelligence, also play an important role in the adaptation of these students.

The main specific features of students from different regions:

Central Asian students have good tolerance of physical and psychological discomfort, helping to reduce the acuteness of the contradictions in cross-cultural relations. Chinese students show a controversial and least effective style of adaptation. Emotional intelligence play here leading role, probably causing the growth of confidence and trust in the world. They have clear goals in life and confidence in their reachability. Middle Eastern and African students have more pragmatic adaptation, it is aimed at helping to implement goals in life. The ability to self-regulation and a belief in controllability of the world play primary role. Emotional Intelligence has a supporting role. Tolerance and belief in the benevolence of the world are also important. Africans’ adaptation is based on social and emotional intelligence and constructive strategy of stress coping. They have conflict tolerance.

Gender specificity of cross-cultural adaptation was also revealed in the research. In general, cross-cultural adaptation of girls from different regions is easier and more efficient. Boys focus more on past and present, while girls focus more on future plans and setting goals. Girls on average are more independent, more active, conformal, more likely to use constructive strategies for adaptation and coping.

And we found cultural differences from the general trends. Chinese boys are more active, conformal, feeling depression and alienation, less trust in the benevolence of the world and less confident of self, than girls. Girls in this region more often use extreme manifestation of their ethnic identity, less flexible in regulation of their own behavior. African and Arabian boys are more active, conformal, more likely to use constructive coping strategies, more flexible in regulation of behavior. Central Asian boys are less trust in the benevolence of the world and less confident in their own values, less flexible in their behavior.
Russian Students’ Representations about Social Distance to Representatives of Different Regions of the World

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The aim of the study - to reveal specificity of Russian students’ representations about social distance with representatives of China, Africa, South America, Middle East and Central Asia.

We understand social distance as a degree of psychological affinity which promotes ease, spontaneity of interaction” [Shibutani Т. 1999г., P. 316]. It is possible to present a social distance as a scale: one end - close, clear person, accepted and understood by us, having a lot of common in outlook and private believes and behavior strategy; another end - person who for us is only a social category, unacceptable, not clear. In interethnic relations the social distance is connected with subjective representations about degree of affinity of cultures.

Empirical research was performed on the basis of PFUR, which students have wide enough experience of interaction with foreigners. 61 Russian student participated in the research (30 girls and 31 young man) at the age from 18 to 22 years. A research technique, we applied, - «the Scale of a social distance» (E.Bogardus), adapted by V.N. Pavlenko, S.A. Taglina’.

Besides, it is important to take into consideration not only psychological methods, but art’s point of view too. It might help us do interesting observes and conclusions, because works of art, including films, reflect feelings, thoughts and meaning of artist as a representative of culture of one or another country. More over, in Russian cinematography there are many examples of development of intercultural relations problem.

We discovered that the social distance with other cultures in representation of modern Russian youth is quiet big. That, probably, is a consequence of closeness of the Russian society during the Soviet period. It is clearly seen in Soviet movies that make spectators recognize an enemy in a foreigner, make them always stay in conditions of constant competition, feel a difference between “us” and “theme”.

Russian students are more willing to give foreigners social roles assuming equitable relations (for example, friend, neighbor, colleague). And they are less inclined to give them leading roles (chief), or the roles demanding a strong emotional involvement (spouse).

The shortest social distance Russian students show with South Americans, the greatest – with Central Asians. So, the size of a social distance is connected not only with affinity of cultures, but also with degree of coincidence of real and expected affinity of cultures. History of Russian cinema remembers some films devoted right to this problem.

The size of a social distance with certain culture differs depending on interaction sphere. For example, Russian students are willing to see the Africans as a friend but not a spouse.

There are gender differences in representations about a social distance with different cultures. Women in general are “more cautious” in interethnic relations. They prefer to cooperate with their compatriots more often, than men.

Tolerance as the factor of intercultural adaptation of foreign students of People Friendship University of Russia

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For Peoples’ Friendship University of Russia (PFUR) studies the problems of intercultural adaptation is especially relevant, because there are train students from 140 countries around the world.

The aims of study:
1) to compare the level of tolerance of foreign students PFUR from different regions;
2) to reveal connection between the parameters of tolerance and intercultural adaptation of foreign students PFUR.

The basic hypothesis:
- the rates of tolerance positively related with the efficiency of Intercultural adaptation of foreign students PFUR from different regions of the world.

351 respondents took part in the research – 189 young men and 162 women from five parts of the world: Latin America, Asia (China), the Arabian Countries (the countries Near and Middle East), Africa, the CIS (by the example of the countries of the Central Asian region). All the respondents were the first, second and third year students of various faculties of PFUR.

The tolerance was measured by two instruments:
- The technique “General communicative tolerance” by V.V.Boyko.

The Questionnaire of adaptation of the person to the new socio-cultural environment by L.V.Yankovsky, in T.G.Stefanenko, M.S.Panov’s modified version was used to define the features of intercultural adaptation of foreign students.

The Kruskal–Wallis criteria and Analysis of Variance was used to define differences between the indicators of tolerance in the subgroups of students from different regions; the relations between the parameters of tolerance and intercultural adaptation were revealed with the help of the correlation and factorial analysis.

In general, foreign students from all studied region showed medium levels of tolerance. Although Arabian students showed relatively lower levels of ethnical, social and general tolerance, African students showed similar attitudes (especially toward interethnic relations), while students from Latin America and China showed relatively higher levels of tolerance. Students from Central Asian Region showed the highest levels of ethnical, social and general tolerance. Also, students from Central Asia, in most cases are characterized by higher rates of tolerance toward partner in the communication.

Summing up the results of the correlation and factorial analysis, it is possible to draw a conclusion that the level of tolerance is one of positive factors of intercultural adaptation (especially for students from Africa, the Arabian countries and Latin America). Accordingly, individual and group work with the foreign students, directed on development and fastening of tolerant attitudes to different cultures in general, to the Russian culture, in particular, on acceptance of variety of world around, etc., will promote their more positive intercultural adaptation. It is necessary to pay attention to certain specificity of relations of studied parameters in a subgroup of the Chinese students, and also to consider that it is necessary to reveal factors, more closely, than the tolerance, is connected with parameters of adaptation in a subgroup of students from Central Asia.

Psychological structure of tolerance
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In the modern society tolerance is one of the most popular psychosocial qualities of the individual and society in general. Researchers from the different fields of science such as psychology, pedagogy, sociology or political sciences examine the problems associated with the formation of tolerance, tolerant behavior and tolerant personality worldwide. Nevertheless, there remains some uncertainty of this concept; we can state an insufficient study of the structure, characteristics and components of tolerance.
We find productive complex consideration of the phenomenon of tolerance in accordance with modern trends of systematic study of personality that have been adopted in Russia (B.Ananiev, T.Bazylevitch, E.Golubeva, A.Krupnov, V.Merlin, I.Novikova). According to the postulates of this approach, tolerance can occur at three main levels of the personality: psycho-physiological, psychological, and psychosocial.

On the psycho-physiological level the tolerance is first of all a psycho-physiological resistance of a person to some negative influences and extreme situations which can be a good basis for the formation of tolerant personality. The second level of individuality, which is considered by tolerance, is the psychological one. It includes the tolerance as a psychological quality, and various personal characteristics of a tolerant person, such as responsibility, creativity, desire for self-actualization, etc. The third level of tolerance is the psychosocial one and it is manifested primarily in the type of interaction between subject and society.

We conducted a series of empirical studies in an integrated approach. Our recent research has shown us the structure of tolerance. As a tool in our study, we used an express-questionnaire "Index of Tolerance” (G.Soldatova, O.Kravtsova, O.Huhlaev, L.Shaygerova). For a more meaningful analysis of the structure of the questionnaire, we conducted a factor analysis. We studied 266 subjects aged 18 to 25 years, 75% - girls, 25% - boys. As a result of this procedure, we obtained three-factor structure.

The first factor includes items of all subscales of the questionnaire that reflect a categorical intolerant personal relation to the other nations, the state system, and its opponents in a conflict or dispute. We interpret this factor as the factor of authoritarianism (intolerance). Numerous studies of the authoritarian personality confirm that xenophobia breeds intolerance as an integral stable personality trait.

The second factor involves direct questions of the subscale of ethnic tolerance, so we called it the factor of ethnic tolerance. Moreover, we note that in contrast to the previous factor, which includes more "global" issues, in this factor the subjects express their attitude in concrete situations of communication (through friendship or even family).

The third factor includes items from subscales of "tolerance as a trait of personality" and "social tolerance". Meaningful analysis of these issues gives us a reason to assume that it is "physiological" aspect of tolerance - tolerance for irritating factors, speed and strength of emotions in the uncomfortable situation. We propose to interpret this factor as the "factor of irritability".

Outcome of our research is the structure of tolerance: the factor of the overall tolerance-intolerance as personality trait, ethnic tolerance and irritability.

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Continuum of Social Influence:
Update of Solomon Asch’s Classic Experiments

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I try not to talk about laws in psychology, but instead give students the chance to discover these laws for themselves. For example, the last two years before I started teaching of conformity, I made research with my students-subjects. This research is my modified replication of Solomon Asch's classical experiment. The aim of this modification is to give in one experiment the first representation to students about a continuum of social influence directed on the same subject. You may see gradual increase of influence in these 4 steps of the continuum:

1) change of a personal opinion after observation of social norm
2) weak pressure of group
3) strong pressure of group
4) pressure of authority of the teacher

Hypothesis is positive correlation of degree of conformity with this continuum of social influence.

During discussion of results of checking the hypothesis, I stimulate students to searching for shortcomings of methodological design of the experiment. The main reasons of these shortcomings are a small sample size and lack of time. I ask my students to offer the ways of rectification of these shortcomings.