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**GENERAL PSYCHOLOGY
(COURSE OF LECTURES, SEMINARS AND TEST TASKS
FOR STUDENTS'INDEPENDENT WORK)**

THE COURSE OF LECTURES ON THE SUBJECT OF GENERAL PSYCHOLOGY COVERS A NUMBER OF BASIC TOPICS: HISTORICAL DEVELOPMENT OF THE SCIENCE; PSYCHOLOGY METHODS; PSYCHIC PROCESSES; INDIVIDUAL PSYCHOLOGICAL FEATURES OF THE PERSONALITY; THE CONCEPTS OF SOCIAL GROUPS.

THE MANUAL IS INTENDED FOR STUDENTS OF THE HIGHER EDUCATIONAL INSTITUTIONS.

UNDERSTANDING OF THE SUBJECT PSYCHOLOGY FEATURES MENTAL REFLECTION

In the study of this subject it is advisable to focus on two main issues:

1. The definition of psychology as a science and the emergence of the subject of psychology. 2. Evolution psychic and mental reflection is a subjective reflection of the objective world.

1. The concept of psychology The evolution of mental development

The term psychology comes from two Greek words: «psyche» – shows and «logos» – apprentice, science, word. Psychology as a science was born in the depths of philosophy and its roots in antiquity; it is older than two millennia.

During this period, there is a continuous struggle between two directions - materialism and idealism. Both directions are opposing worldviews that are held by generations of scientists in the explanation of mental phenomena. But the essence of the conflict is one thing - what is primary and what secondary, matter or consciousness (soul, psyche).

Even in the V-I centuries B.C. Greek philosophers Democritus, Epicurus and Lucretius believed that the spirit and the soul are the organs of the body, which consist of spherical, small and mobile atoms. Despite the naivety of this view, the progressive nature of its obvious, as, according to these philosophers, lively mind was the property generated by the matter itself. However, scientists of antiquity could not explain such materialistic processes as atoms moving like abstract thinking or personal moral qualities, and how a person submits to his will and body, etc.

This explains the appearance of idealistic mentality.

Contrary to idealism, materialism asserts that the matter is the primary, while the psyche is the secondary. Mind is a product of long evolution of matter. The flora, natural psyche, does not possess consciousness. Mind appeared only at a certain stage of development of matter.

Mind, consciousness is inseparable from matter, but they are not material. The body of the psyche of a person is higher than central nervous system, the brain.

Dialectical materialism is the only correct thing, scientific approach to understanding the essence of the psyche, consciousness, based on the recognition that the mind as a property of the brain has the ability to reflect environment.

In the fourth century B.C. the most prominent representative of the idealists was Plato who introduced the concept of "soul" and "body", by opposing them to each other. He argued that a reasonable part of the soul is in the world before his other appearance in the mortal body. It occurred to him that the soul begins to remember what is seen before birth, etc.

The follower of Plato was Aristotle (IV century B.C.). The first time in the history of humanity he thought about putting forward the idea of the indivisibility of body and soul. He returned to the psychology of natural science soil, soil biology and medicine. In the third century B.C. Egyptian doctor Gerofil Erasistratus began to study the dependence of sensations and movements on irritation of the brain and came to the conclusion that the brain associated with the psyche.

The Roman physician Galen in the second century B.C, based on developments of medicine and physiology, brought science to understanding the consciousness. Moving forward, the period of feudalism, religious

ideology formed a negative attitude to the real world, required the person to be alone with them to serve the God. And the development of psychological knowledge was frozen.

Psychology has stepped forward in the new socio-historical conditions, in terms of industry and capitalism. However, the concept of the soul as immaterial categories continued preventing the development of the science up to the seventeenth century, as long as the French scientist Descartes discovered reflex nature of behavior, showing that the body always responds to external stimulation. Muscle is able to respond to external shocks and without any intervention of the soul. Processes are recognized in the nerves from the brain to the muscles like a reflected light beam (reflex-reflection).

Then Descartes revolutionized views on body and soul. The body is a machine, hosted on the same principles that underlie the technical construction, and as well as they are needed in the regulation on the part of the soul. Dualism of Descartes rejected the other great thinkers of the seventeenth century – one from a materialist position (Hobbes, Spinoza), the other – from idealistic ones (Leibniz). The thought of scientists during this period developed under the influence of industrial expansion in England, so the mechanics laws were transferred to the human psyche.

In the seventeenth century Dutch scholar Spinoza enriched psychology with a rationale basic principle – the principle of determinism, showing that all the psychic phenomena generated by the action of material causes and laws, i.e. the influence of the material world.

The pursuit of practical application of scientific knowledge led to the nomination in the eighteenth century to the forefront of empiricism and sensationalism – the doctrine of the primacy of sensory perception to the

"pure reason" doctrine that the mind can not be any innate ideas and principles. This doctrine has been developed by an English philosopher and educator John Locke. However, in the teachings of Locke's consciousness and the outside world were opposed on the ground that is known by fundamentally different methods. Thus dualism reaffirms.

The teaching of Locke's foreign and domestic experience has given rise to both materialistic and idealistic studying. Materialists (Hartley, Diderot, Radishchev), based external experience determined the inner content of the human psyche from its interaction with the outside world. Idealists same (led by Berkeley), nor are based, announced the internal content of the primary.

Step by step, they enriched the doctrine of the psyche as a function of the brain.

In the second half of the nineteenth century, a huge impact on the psychology of Darwin's ideas led to the evolution of the psyche of animals. From the point of view of Darwin Natural History, he explained evolution of mental activity of living creatures from lowest primitive forms the highest. All beings in the process of natural selection get instincts of self-preservation, and adapt to life.

Explanation reflex nature of the psyche belongs to Russian physiologist Sechenov. In 1863 he published his work "Reflexes of the Brain," which showed that "all acts of conscious and unconscious life in its origin a reflex." The act of consciousness was explained by Sechenov as a mental process and the type of action – like a reflex.

Mental process as well as a reflex includes external stimulus effects and engine response thereto. At the same mentality as a function of the

relevant parts of the brain is to control the response that provides adaptation of the organism to the changing conditions of life.

Psychic phenomena is a response of the brain to external situation (environment) and internal effects (reactions of the organism), it controls the activities of all the organs and tissues that currently act (feeling and perception), or were once (memory), or activate and inhibit the activity (feelings and will), or find a difference in people's behavior (temperament, character).

These and other provisions of Sechenov were confirmed experimentally by physiologist Pavlov in the study of higher nervous activity. Every living organism, including humans, can not exist without an environment. This communication is carried out by means of the nervous system. The main mechanism of its activity is reflexive reaction to stimuli coming from the external or internal environment. Pavlov discovered a pattern of interactive control of the brain of a living organism with the external environment, justifying it in the doctrine of the two signal systems.

2. Definition of the science of psychology and its subject

Thus, psychology is the science that studies the mind as a property of the brain which reflects the objective reality and performs the functions of regulation of behavior. The psyche, psychic phenomena have great variety of forms. We hear the sounds of musical instruments, human speech. We see various items: trees, other people. We feel the fragrance of flowers. Everyone knows what to think of reading the book, to think when solving a difficult problem. We can recall the image of a familiar person, remember

the learning material. We are able to imagine and that never in my life did not take, for example, the equator, and even that does not exist – a fantastic character or a new car.

The man not only knows the world, but experiencing its attitude to everything in the form of feelings and emotions: one of objects and events encouraging it gives him pleasure to the others, he is indifferent, others cause him grief, and sometimes fear and hatred.

Man is not only perceives the world and somehow relates to it, it acts in the world, makes decisions, strives toward the goal, showing activity, initiative and determination in overcoming the difficulties, obstacles, in other words, does volitional activity.

Finally, each person is different than some of the others, one is interested in music, another – in literature; One is hot, moody, another is calm and unruffled; One is industrious and shy, another is lazy and arrogant.

All forms of psychic phenomena in psychology, combined into three groups: mental processes, mental states, personality traits.

Mental processes are elementary psychic phenomena included in the more complex forms of mental activity. By the mental processes include sensation, perception, attention, memory, language, thinking, imagination (cognitive processes) and emotional and volitional processes.

Mental conditions are more difficult and time-consuming: they continue for a few days or weeks. These include the state of cheerfulness or depression, or fatigue performance, good or bad mood, etc.

The properties of the individual are the most stable and long, sometimes inherent in any person if during his lifetime, it is a fairly long period. These include persistent individual characteristics of mental

processes, interests and beliefs, knowledge and abilities, habits and character, temperament. Mental properties, states and processes are closely interrelated and can pass one another. Mental processes and properties of temperament, for example, determine a particular mental state, and the state, often repeating; can be addiction, habit or trait. Status of energy and activity sharpens attention and feeling and depression and inactivity leads to distraction, perception.

Psychic phenomena are the special effects that are extremely complex and occur within a person. They can not be perceived directly because they are a perfect phenomenon, being at the same time the property of highly organized matter, i.e. the brain. These features provide the psyche great difficulties in its study. Despite this, psychology can reveal objective features, patterns of psychic phenomena as an external manifestation of their happening in actions.

Performance, human behavior is determined by the level of his psyche. Therefore, the efforts of psychological science aimed at identifying conditions, laws, ways and means of more effective development and forming mental processes, states and personality traits. Knowledge of these laws enables the psychologist or the teacher to organize most effectively, educational and employment processes.

3. The psychic is a subjective reflection of the objective world

What characterizes psychic as a reflection of human material world?

Firstly, psychic reflection is not a dead, reflective act, which is typical for the mechanical, physical reflection, and the process of constant movement from non-full, inaccurate, shallow, superficial knowledge to a fuller, deeper, and more comprehensive.

Secondly, the psyche is a reflection of objective reality at which any interference is always refracted through the previously established characteristics of the individual person, his mental state at the moment, which in turn is a result of previous consolidation effects.

The way in which external influences are refracted through the internal features of a person depends on many factors: age, level of knowledge, previously prevailing attitude to this kind of influence; the degree of activity of human activities and, of course, first of all, formed by a human outlook.

All this makes it right to say that the mind is a subjective reflection of the objective world.

Third, despite the subjective nature of mental reflection, it accurately reflects reality. Arising in the consciousness of the material world they are snapshots, copies of existing objects, phenomena, events.

In the process of active work, in the human mind there is a reflection of the surroundings. Reflection is inherent in all living matter. Mental reflection is a reflection, in which the external influence is refracted through the internal features of the person, so the mind is a subjective image of the objective world. Mind is the correct, true reflection of the world verified and

confirmed by the historical practice of public people. This reflects the nature of the psyche.

All living beings have "an independent force response"*, i.e. any influence takes on the character interaction, which even at the lowest levels of mental development, expressed in adaptation (adapting to external influences and in some selective responses.

Mind is a product of a complex process and the development of matter and organic nature.

An important feature of the mental reflection is that it is anticipatory ("anticipatory reflection") that is a result of the accumulation and retention practices. Multiple reflections develop a model of future behavior. Mind is this regulator of behavior of living organisms. The highest level of development of the mind is the consciousness that belongs only to man.

4. Consciousness as the highest form of mental reflections

The decisive condition for the formation of human consciousness was working. In the process of working physical and mental abilities of primitive man, his brain and senses developed and improved.

Securing the process of evolution in human ancestor into a vertical body position allowed him to free his hands. As a result, the hand began to develop as a body of labor action.

Gradually the man learned to make tools of work to complement the efforts of his hands formed consciousness.

Typical capacities of employment rights are:

- Production and use of tools;

- Public, i.e., collaborative, collective nature of labor. Terms and conditions of collective work require a conscious approach to work and at the same time contribute them into further development of consciousness.

In different historical periods, there formed consciousness that reflected and manifested in the activities from certain directions.

In different historical epochs consciousness, thought, knowledge, skills varied and different features that are unique to a particular historical era. In a society divided into classes, man's consciousness is determined by the position which he occupies in social production.

Guidelines

The purpose of the study of this topic is to:

1. Expand the specifics of the subject of psychology.

2. Grasp the essence of the general characteristics of psychology as a science. Learn basic concepts: psychology, consciousness, psychic phenomena, mental processes, and properties, psyche, which is the primary, that is secondary; the mind is a property specially organized matter – the brain. Mental reflection is human knowledge, socio-historical practice of people.

3. It is necessary to understand the conditions, causes and difference of consciousness, the evolution of mental reflection and the level of its material basis – the nervous system, as well as the conditions and the way of life of a living being and forms of physical behavior.

4. View the features of mental reflection.

Questions for self-control

1. What is the subject of psychology? What is psychology studying?
2. What effects are mental processes, mental states and properties, and what is their interaction?
3. Expand the materialistic and idealistic understanding of the psyche.
4. Prove the primacy of matter and consciousness secondary.
5. Dwell on the main functions of the psyche.
6. Explain the features of mental reflection.
7. What are the main features of the human mind?

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Mental development

Forms of animal behavior

Getting to study this topic, students should learn primarily the essence of the mind, the process of its emergence, and various consciousness and self-consciousness of man.

1. The emergence of mental reflection

Mind is a product of a complex and long development of the organic world. The simplest organisms have no psyche. They are characterized by an elementary form of reflection – irritability. Irritability is this property of living organisms react to their condition to an external stimulus. Irritability manifests itself in two forms: appeal that is called positive impact and repulsion that is a negative impact. The strength and character of the responses depends on the strength and characteristics of external influence and the internal state of the living being (well-fed amoeba does not respond to the food). A characteristic feature of a living being is that it reacts to significant biological stimuli and stimuli operating function signal as a warning to a biologically significant influence. For example, insects, focusing on the smell, color, sound, find food and avoid danger. These signals are reporting the ability to meet the biological needs.

2. The development of the nervous system

The most elementary form of psychic manifestations presented the body's sensitivity to stimuli that are biologically neutral, but characterized by a bond (in time or space) with a biologically important. As pointed out by Leontiev, the sensitivity has not genetically else but irritability in relation to

such environmental effects, the body that relate to other influences, i.e. that orient the body, performing a signal operation.

Mind is a new and higher form of reflection of reality and there at a certain qualitatively new stage of development of matter under the influence of the complicated conditions of life. The emergence of the mind due to the need, adaptation of living organisms happens to constantly changing environmental conditions. In the animal world, starting with the enteric cavity, the development of the mind happened due to the development of the nervous system.

The simplest representatives of the animal world have only scattered, not connected with each other nerve cells. Coelenterates (jellyfish, hydra) have reticular nervous system. Nervous system, undifferentiated different functions of individual cell groups, and the utmost simplicity, monotonous reactions, called diffuse.

In the course of the further evolution of the nervous system in animals formed the nervous system in the form of nerve chains and nodes (worms, arthropods). Then it developed a tubular structure that is characterized by division into central and peripheral nervous system. Tubular nervous system of vertebrates is represented: fish, amphibians, reptiles, mammals, birds. Not the level of the tubular structure of the nervous system for the first time created the possibility for the isolation and rapid development of the brain, specialization of functions of its different departments.

The development of the mind at the level of complexity of the nervous system is influenced by environment and lifestyle of living creatures in the process of adapting it to the environment. Changing living conditions cause changes in the behavior of the animals, which in turn stimulates the

development of the nervous system. The developing nervous system of the animal causes complication adaptations to the environment, and a gradual qualitative transformation of mental activity from elementary to more complex forms.

3. The forms of animal behavior

Depending on the level of development of the nervous system and psychic activity, there are three types of animal behavior as a way of adaptation to the environment: instinctive skills and simplest forms of intellectual behavior.

Instincts are complex congenital actions which animals meet their needs with. Each type of animal has a characteristic set of instincts. Instinct is a form of behavior; it is expedient at constant conditions of life of the animal.

Instincts are the higher animals and humans (in the form of innate unconditioned reflexes – foraging, self-defense, self-preservation instinct, the instinct of procreation, etc.). The behavior of human instincts is of an entirely different nature, subject consciousness, the social nature of man.

Instincts are biologically useful form of behavior, they provide a tool that help animals in the preservation of their species, but only in relation to the permanent and basic conditions of existence. A more complete and precise adjustment to provide life conditions are called skills.

Skill is a way of behavior acquired in individual life and fixed as a result of exercise. The skill-based learning is a system of conditioned reflexes. Skills appear at a higher level of development of the animal world. This is a perfect mechanism accessory as animal gets an opportunity to

reflect changes in the environment comparatively quickly, develop new conditioned reflexes. If you need for a particular skill was over, it disappears.

The peak of the mental development of animals is an intelligent form of behavior. Higher animals (and, above all, great apes and dolphins) are capable of so-called intelligent behavior – the simplest forms of mental activity, based on establishing connections between objects.

The intelligent behavior of animals is caused by a number of new features work. Firstly, the activity is divided into two different phases: preparation and implementation. The result of the preparation phase has no biological meaning as it relates to the result of the second phase, always designed to meet the specific biological needs.

Another feature of the intellectual behavior of Leontiev is a peculiarity of the formation transactions. After a certain amount of failure as if the animal suddenly finds a solution. This phenomenon is called "insight" (enlightenment) by a German zoo psychologist Kohler.

A special feature is the intelligent behavior of animals storage solution found, without a repeat of his pre-trial, that is formed transfer from one activity to another.

It should be emphasized, and the limitations of primitive mental activity of higher animals are experimental. Many studies have shown that higher animals tend only practical ("manual" according to Pavlov) thinking. Only in the course of the indicative manipulations, the monkey is able to solve this or that situational tasks and even create a "tool." However, an abstract way of thinking is not observed in monkeys by any researcher. The animal can act only within clearly realized situation.

It may be noted as another important feature of intellectual behavior in higher animals – the ability to solve the "two-phase problems." The bottom line is this: the first part of the animal's actions is not conducive to achieving desirable results, but only prepares the necessary conditions.

First, the preparatory phase becomes autonomous and independent from the use phase, because there is no animal features tools for fixing sticks and wood chips, which are used in solving problems.

4. The origin and development of human consciousness

Psyche is a special property in a special way organized matter that can reflect the world around us. Psyche is property of the living brain and place in it physiological processes, a product generated by the brain.

The highest level of mental development, unique to human is called consciousness. Consciousness is the highest form of reflecting objects of reality with the help of speech and language. Consciousness is the unity of all forms of knowledge and experiences of man and his relationship to what it reflects.

A human is not only a certain way belongs to objective fact, unlike animal, he applies to the life. This is an indication that human activity is conscious.

Consciousness is not adding to the human psyche, and subjective side of his psyche, change compared with the psyche of animals.

Because people did not develop in the manner of biological evolution and in the history of mankind, "consciousness ... is, as Marx stated, a social product from the very beginning, and remains such as long as there are people in general".

Animals have no consciousness. The human psyche includes knowledge, experience, cognitive processes (sensation, perception, memory, thinking, imagination) by which it is constantly expanding horizons, capable of self-knowledge and self-awareness, implementing purposeful activity in accordance with its motives and willful decision. Self-consciousness manifested in man's knowledge of its features, options, activities and attitude to it. Knowledge of itself allows a person to understand their social role better, which is of paramount importance for the self, allows you to make adjustments in their behavior to guide their actions to improve self.

So, we can deduce the main features of the human knowledge of the psyche of animals:

1. The unity of the historical, ontogenetic and Gnostic man in the reflection of the surrounding world.
2. The activity of the human mind characterized by the transformation of reality, creative and focused.
3. Targeted conscious subjective reflection of the objective world, based on lessons learned perception reality of humanity.
4. Reflection of the world in the form of knowledge and its essential relations leads to a change in the content of consciousness;
5. The predictive nature of human consciousness.
6. Self-consciousness, which manifests itself in the consciousness of the man himself, is the hallmark of the human mind from the psyche of animals.
7. The socio-historical nature of consciousness.
8. The constant change of the class orientation of the human mind.

9. Consciousness is a product of socio-historical development of mankind.

5. The role of labour in the origin and development of human consciousness

The decisive condition for the formation of human consciousness was labor. In the process of work physical and psychological characteristics of primitive human, his brain and senses developed and improved. "It is work, as Engels wrote, that created the man himself." *

The characteristic features of labor rights are:

- manufacturing and use of tools;
- public, i.e. collaborative, collective nature of labour. (Terms and conditions of collective work require a conscious approach to work and at the same time they lead to further development of consciousness. The collective nature of work has led to the emergence of such perfect, a universal means of communication, how is language. Language and speech, arising in the process of socio-labor human activities have become a decisive factor in the future development of the human brain and the formation of his mind);
- the relationship between people, determined attitude to labour tools.

In different historical epochs consciousness, thought, knowledge, skills varied and different features that are unique to a particular historical era. In a society divided into classes, man's consciousness is determined by the position which he occupies in social production.

The essential point of improving labour rights is its psychological analysis: in particular, identification requirements caused this activity to perception and attention, memory and thinking, emotions and human will and determination of the most effective ways of forming important for a particular psychological activity and improve quality of consciousness.

Guidelines

To grasp this complex subject, it is necessary to understand how the form of reflection began to develop the mind, why consciousness is the highest form of reflection of reality? When and how was the nervous system developing, and how did some form of animal behavior exist? What are intellectual forms of animal behavior? How and when did human consciousness emerge and develop? What is the role played by labor in the origin, development and improvement of human consciousness?

Questions for self-control

1. What forms of reflection did the psyche begin to develop with?
2. Why is consciousness the highest form of reality reflection?
3. List the main features of the animal psyche and human consciousness.
4. What arguments can be made to prove the primacy of matter and secondary of consciousness?
5. What is the difference between the sensitivity of irritability?
6. What do you know about the development of the nervous system?
7. What is the instinct, skill? What is the difference between these concepts?
8. Tell us about the intelligent behaviors of animals.

9. What are the main features of the human mind?
10. Expand the role of labour, the language in the development of human consciousness.

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PRINCIPLES, STRUCTURE AND OBJECTIVES OF PSYCHOLOGY

Psychology as a science is based on the philosophy. Mind and consciousness are treated as a special form of reflection of objective reality. Developing in the struggle for dialectical materialism approval and understanding of the subject, psychology had to overcome many serious errors (for example, reflexology – science that is in many ways similar to behaviorism, became quite popular in the 1920s). Therefore, starting to study this topic, it is necessary to pay particular attention to the principles of psychology place in the other sciences and its importance for practical activities.

1. Principles of Psychology

In 1923, at the First Congress of the psycho-neurological K.N. Kornilov (1879 –1957) formulated the task of constructing psychology on the basis of Marxism. In the course of ideological and theoretical struggle against Marxist psychologists for the building as an object of scientific psychology and its methods are proved essential principles and basic problems of psychological research, the relation was explained to adjacent areas of knowledge, increasing scientific personnel who played a leading role in the development of psychological science in the USSR: B.G. Ananiev, Blonsky, Vygotsky, A.V. Zaporozhets, Kornilov, G.S. Kostiuk, Leontiev, Luria, C. Rubinstein, A. Smirnov, Teplov, L. Uznadze, and others. The centers of scientific thought are research institutes of psychology in Moscow, Kiev, Tbilisi, opened the department of

psychology at universities and pedagogical universities in Moscow, Leningrad, Tbilisi, Perm, Ryazan and other cities.

Already in the mid 1930s with the main principles of psychology: the principle of determinism, the principle of unity of consciousness and activity, the principle of the psyche (the genetic principle).

The principle of determinism means that the mind is determined by lifestyle changes and a change in lifestyle. This principle means that all mental phenomena are understood as secondary education, due to the cause of objective reality as a reflection of this reality.

Every mental phenomenon is a definite cause of its occurrence and characteristics of displays. All mental processes are considered to be due to the activity of the brain.

The essence of the principle of the unity of consciousness and activity lies in the fact that activity is understood as a condition for the occurrence and formation of human consciousness. This principle means that consciousness is a regulator of behavior and human activities. Consciousness forms an internal action plan, its program. Furthermore, external actions and the actions of the person are recognized features of the internal mental life. This principle allows psychologists to study the characteristics the man's psyche that is to open the objective laws of psychic phenomena. Furthermore, this principle means that the development takes place in the human psyche activity. The dialectical-materialist understanding of mental development establishes the dependence of the latter work, learning games. Vygotsky emphasized the idea that education forms the psychic development. Blonskii analyzed the development of thinking of primary school age in connection with the games; adolescents – in connection with

the teaching. Teplov, researching abilities, pointed out that they exist only in development. But since the development is carried out in the course of activities, capacity can not arise out of the respective specific activities.

Genetic principles reflected in the fact that all mental phenomena are viewed as constantly evolving and changing quantitatively and qualitatively. This principle means that a correct and complete description of any mental phenomenon is only possible if at the same time clarified its characteristics at a given moment, the story or the causes of mental phenomena, possible prospects for its subsequent amendments.

2. Objectives of psychology

1. Study of the mental life laws, in order to use this knowledge in different types of training, employment, creative activities for the proper construction of human relations system and identity formation.

2. The dependence of psychic phenomena on objective living conditions and human activities.

3. The study of the psyche in its phylogenetic and ontogenetic development level of human and animal.

4. The study of mental processes, human states and properties at various stages of its development.

5. The study of the formation of man as a social worker in the active progress.

6. Identify sources of increased productivity. Engineering and technology development, improving economic, planning and management systems (this important scientific problem is the study of the mechanism of

the influence of psychological factors on dynamic human performance – both physical and mental).

7. Addressing occupational safety and preventing injury.

8. Career guidance is a theoretical and practical training system to the conscious personality professional self-determination.

9. Teaching. In this task, the main place belongs to psychology.

10. Design, development and operation of the equipment. In the context of the comprehensive mechanization and automation industrial processes, use of computers and robots changed the nature of the human activity: increases the value of actions associated with learning and processing information, making decisions; reduced physical activity, but at the same time increasing demand for "intellectual sphere" of man, his strong-willed and emotional qualities.

11. The ideological function of psychology. The problem of the human (especially his psyche and mechanisms of behavior) is also a field of ideological struggle.

12. Improving the service sector. The system of distribution processes and consumption forms a relatively independent particular area of public life – the service sector.

13. Protection of human health. Improving the system of health care involves studying not only the medical but also psychological problems.

14. Improving production management. As the management involves as an essential component of management of people, it involves improving the use of knowledge of the person regular activity and behavior, capabilities and abilities psychological differences between people, their interaction in the workforce.

3. Structure of Psychology

Psychology at the present stage of development is a complex and extensive system of scientific disciplines among which there are more than 40 independent branches of psychology.

General psychology explores the basic laws of mental activity of an adult normal person.

The content of the general psychology are the principles of science, its methods and system concepts.

Psychology studies the psychological patterns of human development. The task of psychology is studying peculiarities of the human psyche of different ages, finding out patterns of transition from one age to another, discovering sensitive (most favorable) period of forming different personality traits.

Educational psychology investigates the psychological foundations of education and training and is directly related to psychology. Research in the field of educational psychology makes it possible to determine the content of training and education, to find out different requirements for textbooks justifying the best practices that ensure the management of schoolchildren's mental activity and behavior contribute to their mental development.

Psychology studies the psychological basis of labor work, professionally important qualities of the person according to a particular profession, various problems of professional orientation and professional selection, questions of scientific management, explores the psychological basis of increased productivity and relationships in a team.

Engineering psychology is a section of the labour psychology. It explores the question of the interaction of the man and the machine in a high degree of industrial mechanization and automation.

Social psychology studies the mental manifestations of different social communities: groups, collectives, the nature of human relations in groups and teams, the position of the person in them, issues of leadership and subordination. In addition to these industries the structure of psychology includes: military psychology, sports psychology, the psychology of art, legal psychology, health psychology, pathopsychology, comparative psychology, psychology of space and others. Each one solves its specific problems.

4. Place of psychology among the other sciences

Psychology is included in the areas of knowledge that solves common problems of cognition.

Psychology studies the laws of mental life in order to properly understand the person and thus influence it skillfully. Therefore, the value of psychology is great in all kinds of practical activities where people come together in complex relationships, affect each other.

A particularly important role is played by psychology in the training and education of the younger generation. Ushinskiy highlighted that for the proper and successful education of children an adult person should be familiar with them in all respects.

In the complex of all human sciences the main role belongs to psychology.

Knowledge of psychology is necessary for the proper organization of moral and intellectual self of man. Problems solution requires psychological research arise primarily in the natural sciences, especially if the object of study is the highest product of evolution – people. Referring to the study of the human physiology, it is forced, one way or another, to deal with psychological problems. Major domestic psychologists (Sechenov, Pavlov, Ukhtomsky, Bernstein, Anokhin etc.) have seen the ultimate goal in revealing the physiological basis of human psyche. Prospects for the development of human physiology (particularly the physiology of higher nervous activity and neurophysiology) is significantly associated with the prospects of the development of psychology .

Recently scientific direction has extensively developed – investigation of biochemical bases of behavior and psyche. Especially a lot of work has been carried out in the study of the biochemical basis of memory and emotion (psycho biochemistry).

The approach to the psyche of animals and humans from the standpoint of evolutionary theory allows us to understand that the mind is not a mere appendage of the dormant physiological processes.

A special look at the psychology has been made in the study of the mind and human behavior by psychologists clinicians (Bekhterev, Botkin, Korsakov, Luria, Myasishev), to develop a framework of medical psychology. Thus, modern psychology in its development as an independent science requires knowledge of the natural laws (general biology, physiology, neuroscience, evolutionary theory, and so on). In its turn, the numbers of branches of psychology (comparative psychology, animal psychology,

medical psychology, pathopsychology etc.) are sections of nature study and medicine.

Scientific and technical progress is now identified with certainty the close relationship of psychology and pedagogy. In the development of all areas of pedagogy: in its general theory, didactics, individual techniques, and theory of education – problems requiring psychological research. Knowledge of the laws of perception, memory, thinking, the dynamics of the formation of knowledge, skills, abilities and motives of the nature of human mental development as a whole is essential to address such fundamental pedagogical issues as the definition of educational content at different stages of development, the development of the most effective methods of training and education, evaluation of the effectiveness of pedagogical influences, improving professional orientation.

An important role is played by psychology in the processes and phenomena studied by history, economics, ethnography, sociology, linguistics, literary criticism, art theory, politics, law, i.e. social sciences. The study of social processes causes the necessity of considering psychological factors.

Any practical problem is realized in specific actions of specific people, and how it will be implemented, to a large extent depends on the psychological characteristics of these people.

Connection between psychology and philosophy is enormous.

Philosophical understanding of the totality of knowledge is the most important condition for the further development of the materialist theory of knowledge and dialectics.

Without a serious bearing on the results of psychological research is unthinkable philosophical development and issues such as the role of the subjective factor in the historical process of social organization and management of the company, the ratio of the conscious and spontaneous in the revolutionary movement, human cognitive activity, the role of intuition in cognition and much more.

Thus, the logic of the entire system of scientific knowledge dictates posing problems which are competent in psychology.

The most important function of psychology in the common system of scientific knowledge is that it synthesizes at a certain degree achieve a number of sciences, is an integrator of all scientific disciplines, the object of research with human beings.

5. The importance of psychology in public practice

In modern society, psychology, like other sciences, is completely at the service of the man.

There are tasks, solution of which requires competence in the field of psychology, there in one form or another in all areas of society that is determined by increasing the role of so-called human factor.

Psychology great value in any field of human activity, as it also serves an ideological function especially where the studied individuals, groups, collectives, communities of people and forms of social consciousness.

The laws of personality development, the formation of the intellectual feelings, personality traits, social attitudes, the role of social norms in the regulation of human behavior and a number of other characteristics that are equivalent to close on ideology and psychology. It is important to emphasize

that the ideology, like all forms of public consciousness in the mental development of the individual, and even more so in the development of social psychology, played a formative role. The effectiveness of any means and methods of ideological influence on a person depends essentially on how they take into account patterns of mental processes and states, the psychological characteristics of different groups of people .

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METHODS OF PSYCHOLOGY

1. The concept of psychological research

Psychological research is a systematic study of the phenomena under study, collecting facts and testing hypotheses put forward before the study. This means processing, analysis, drafting and discussion of the results, the promotion of new hypotheses, tasks, and search for ways to further research. What should be investigated? First of all, it is the psychological readiness of the person to study, work, and its interaction with the staff. Understanding, through what stages, in what way you need to go, help methods of psychology.

2. Classification of psychological research methods

First of all, you must understand what the method. Method - a word of Greek origin literally means the middle of the road on which to go closer to the goal. And this is true: Whatever method is used, but for optimum data, more accurate responses, any method should be checked by others.

Method is a way, a means, a method, a tool in the hands of a psychologist and educator. All methods used in psychology reveal patterns of the mind and human behavior. By studying individual and collective psychologist shall be approached comprehensively.

Methods are the ways of scientific knowledge by which the knowledge of the science is studied. Every science is characterized by a system adopted in its methods, called methodology, which traced the theoretical unity of bonds.

In psychology for the individual and collective study exemplary programs, which are based in the study are developed.

By now, there is no single classification, so we are going to mention two of them.

In the first group there are three methods:

1. Basic methods i.e. observation method, experimental method.
2. Utilities i.e. conversation, profile, self-observation, peer review, sociometric and others .
3. Methods of processing the experimental data, based on experience. They are used for generalization, comparison and logical processing of the results obtained during the investigation.

In the second classification is divided into four groups of methods:

1. Organizational methods are those by which methods interaction is controlled, collection materials by various methods. The comparative method is directed to a parallel and simultaneous study of the objects. Complex method involves the study of representatives of different sciences.
2. Empirical methods are the following: observation, self-observation, psycho diagnostic methods (tests, questionnaires, surveys, sociometrics, interviews, and conversations). There are two types of observations: internal (self-observation, introspection) and external (objective). It is targeted to collect the facts of psychological behavior and activity of the person for the analysis purpose. The basic methods include investigation and experiment (carried out in a simulated laboratory environment conditions in a given system), natural and other methods.

3. Data processing methods, including methods of qualitative and quantitative analysis. The aim is to establish an analysis properties quality and psychic phenomena features and forecasting physical development.

Typical qualities will help to establish a quantitative analysis of the results of the study.

Correlation analysis allows us to characterize the degree of relationship signs of mental processes. The value of correlation is determined by calculating the various factors that may have a value of "0" to "1" , positive "+" and negative "-" sign. If the ratio is equal to "0" , it means that the relationship between the studied traits do not. If the value is close to the "1", it shows the close relationship between the signs.

4. Interpretive techniques, including both genetic (analysis of materials in terms of development with the release of the individual phases, stages, etc.) and structural (establishing structural links between all personal characteristics).

4. The principles of psychological research

The principle is the basis, from the Latin principium. Thanks to this we can reveal the moral and psychological personal position, loyalty idea, duty, courage, and ingenuity, strong-willed and intelligent quality.

There are the following principles:

1. Dialectical materialism, the specifics and laws of science.

2. Objectivity requires the study of human activity in the objective characteristics and properties of its psychic without transferring personal likes and dislikes to this person.
3. Integrity, showing that individuality is not the sum of individual qualities, processes, and complex structure.
4. Learning in the work of the individual and through the activities, i.e., comprehensive study of personality in a variety of activities.
5. Dynamic individual and collective.
6. Personal approach.
7. The genetic or evolutionary is an analysis of the background and origins of the phenomenon, laws of its formation, development and movement.
8. Scientific generalizations and taking into account individual differences.
9. Problem statement, defining the importance of the phenomena and laws that need to be studied in more detail.
10. The wording of the working hypothesis, revealing the reason to be in the study of relations and laws.

4. Characteristics of the investigational methods

The method of observation is a purposeful collection of psychological facts of behavior and activity of the person for the purpose of analysis. These observations are necessarily fixed. A program: what to watch, where to watch, when to watch for anyone to watch. You must comply with the following requirements: target

and direction of observation, regularity, accessibility, natural conditions (subjects did not need to know that they are being monitored), etc.

Observation method has disadvantages: a subjective evaluation of the results of observation; It does not allow for the quantitative analysis of the collected material.

The method of the experiment exists in two varieties: laboratory and natural.

The laboratory one is characterized by that is carried out in the artificial environment, in the set system of conditions. It can be analytical when in laboratory separate elements of mental activity, or synthetic when experimental activity of the examinee comes nearer to practical real activities are reproduced.

Laboratory experiment is widely used at research of physiological mechanisms of mental manifestations of the person.

In natural experiment maintenance of usual activity of the person (game, the doctrine, work) remains and conditions which cause the studied phenomena are created.

The method of conversation passes in a quiet, friendly situation, between the talking there has to be a trust. The questions used at conversation have to be in advance prepared.

The sociometric method studies communication and the interpersonal relations in the developed groups and collectives. This technique assumes the partner's choice for joint activity (on a business basis) by the answer to a question: "With whom would you like to do military service?", "Whom would you invite to your birthday party?" and

others. For processing of results the matrix is formed, in which the results are brought, popularity – non-popularity, reciprocity of the relations and communication, micro group, "stars", leaders, etc. is established.

The positive moment is that this method allows making "picture" of the intra group relations quickly, but evolution of the interpersonal relations precisely can't be seen.

The method of tests establishes existence or lack of known psychological features at examinees.

The questionnaire is a method of collecting the facts on the basis of the written self-report of examinees on a special questionnaire. Questionnaires can be of the opened and closed type. This method is considered difficult because of need of the correct selection and arrangement of questions.

Except above specified there are also other methods. It is a method of independent characteristics, autobiographical, "competent judges", etc.

Interview method is used if the situation has to be approached to natural, questions, a place, time are thought over. The friendliness and ease are obligatory.

In methods of processing are allocated:

1. The qualitative analysis — establishment of properties and features, the studied mental phenomena, the analysis of the actual material, the forecast of development.
2. The quantitative analysis - allocation of typical qualities on the basis of qualitative characteristics.
3. The correlation analysis allows characterizing degree of interrelation of signs of mental processes. The size of correlation

dependence is determined by various coefficients calculation which can have values from zero to unit both with positive (+), and with the negative (-) signs. If the coefficient is equal to zero, communication between the studied signs isn't present. Close connection will be characterized when size comes nearer to unit.

GUIDELINES

When studying this subject it is desirable to pay attention to classification of methods and their characteristic. The purpose of studying of this subject consists in acquiring an essence of each method and freely to use them in practical activities.

Questions for self-control

1. What is the psychological research and for what it serves?
2. Open classification of psychological research.
3. Than the supervision method differs from an experiment method?
4. What types of experiment you know?
5. What does "sociometry" represent? What is possible by this method to study?

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MAIN DIRECTIONS OF FOREIGN PSYCHOLOGY

This topic is of a certain complexity due to a variety of new concepts and names of various areas, introduced into psychology. Therefore, while studying the material it is recommended to take into consideration the logical sequence of presentation. Special attention should be paid to the behaviorism theory (it was formulated in the twentieth century).

1. The characteristic of the directions on studying of the personality in foreign psychology

Among the sciences studying the personality, the psychology possesses the special place as the solution of theoretical and practical tasks of formation of the personality requires knowledge of regularities of mental development. Besides without taking into account psychological researches of the personality can't successfully develop any of the sciences concerning problems of the person.

In foreign psychology a problem of the personality it is paid much attention, in particular, to practical questions.

The American psychologist A. Robek allocated the main directions in researches of personality psychology. Psychologists-conditionists are carried to the first direction (conditionism), i.e. those who in the doctrine about the personality proceed from understanding of mentality as reflex activity (Skinner, etc.). Robek ranks behaviourists, and even operators as them, i.e. of representatives of mechanistic views of mentality and as he specifies, in fact denying the personality per se.

The second direction is made by the psychologists considering the personality a product and reflection of culture. These researchers dissolve the personality in anthropological, racial and national properties (R. Linton). The nation undergoes a number of changes depending on transformation of public conditions and therefore to consider the personality a product of invariable properties the race or the nations is inadmissible violation of the principle of historicism.

The third direction, interpersonal (G. Seliven, etc.), tears off the personality from the public relations, being limited to the relations of parents and children.

2. Behaviorism concept and other directions (Gestalt psychology)

In social conditions at the beginning of the 20th century there are modern directions of foreign psychology.

The behaviorism, or science about behavior, denies mentality, consciousness as a psychology subject (D. Watson, E. Thorndike, etc.). A subject of a behaviorism is studying of behavior as external reactions of an organism to incentives which affect him. The behavior, according to behaviourists, is formed as a result of unconscious selection of physical movements as reactions to incentives. The basic in behavior are skills. The thinking isn't reduced to speech skills. The leader in training is training in the course of which skills are formed. They ignore understanding of the purpose, contents and process of training. However, influence of behaviorism on world psychology, especially on the American, remains considerable and now.

The gestalt psychology considers the basic principle integrity of mental activity (W. Köhler, K. Koffka). When this integrity not the sum of separate mental processes, but a peculiar structure from the specific features put in her which follow from features of separate elements of mental life. This most denies determinacy of mental activity by external conditions and its associability.

3. Psychoanalysis (freudism)

Psychoanalysis is connected with the theory 3. Freud according to which in mental activity of the personality subconscious instinctive motives prevail. I brought all development of the personality Freud out of two congenital instincts: a reproduction (sexual inclinations — a libido) and preservations of life (fear of death). Social taboos their spontaneous and uncontrollable manifestations — a ban. As a result of it they get into the sphere of unconscious and are replaced with the activity allowed by society. Freudians bring all creativity out of the suppressed and replaced sexuality.

Freudism is sometimes called psychoanalysis. It is necessary to notice that the identification of these concepts isn't lawful as the freudism is a doctrine, and psychoanalysis — his method. Freud, denying public practice and public consciousness as a basis of formation of the personality, I considered "owner" of the personality sexual inclinations. Neofreudians (A. Kardiner, K. Horni, E. Fromm, etc.), denying a fundamental role of sexuality and attributes to some extent value of social factors, nevertheless, exaggerate a role of instincts in genesis of the personality. It is necessary to carry to "deep" theories of the personality also so-called individual psychology of Adler which believed that the main vital forces forming the personality are

the feeling of inferiority and will to the power. Promotion of sexuality and Nietzschean will to the power — such is, in fact, background of these doctrines.

Representatives of the biological direction (biogenetics, constitutionalists) put biological features of the person in a basis of the personality, ignoring his public essence (Krechmer, Sheldon).

A specific place is held by the personalistic direction. The doctrine about integrity and an originality, originality of each specific personality, its not reducibility to separate processes and functions is characteristic of him (G. Olport).

Personalistic direction is adjoined by the biosocial direction in psychology of the personality (G. Murphy) which suggests considering any mental act as the act of the personality.

4. Biosocial concept of the personality and the theory of socialization in the USA

Representatives of the biosocial concept (such the majority) "break off" the personality on two half and consider that mental processes of the person have the biological nature while the orientation of the personality is defined by the social phenomena. Such understanding is wrong as already process of feeling is complicated by social tastes and installations of the person, depends on extent of development of the sensorics reached only in work.

The theory of socialization in the USA is especially widespread (Durkheim, etc.). According to this theory, the person is born a biological individual and becomes the personality thanks to influence of social living

conditions. Crucial importance at the same time is allocated for communication and psychological interaction between people.

As the following social and psychological concept serves the theory of learning according to which life of the personality is result of learning, assimilation of the sum of knowledge (E. Thorndike, etc.).

The popular theory in foreign psychology is also the theory of roles which recognizes from the fact that each person in life plays the part intended only to him depending on this role nature of behavior of the personality and her relation with other people is defined.

So, in foreign psychology there are most various resisting and contradictory concepts of the personality. From which are distinguished such as behavioural, biological, biosocial and social. Very brightly the biologism in interpretation of the personality 3 acts by Freud.

5. "Levels", "layers", or "sectors" of the personality

The American psychologist Ayzenk has suggested distinguishing such sectors in the personality: informative — intelligence, connotative (behavioural) character, affective — temperament, somatic - the constitution. The direction as the most substantial component of the personality isn't presented in his scheme, and ability and character are respectively reduced to intelligence and will.

Freud has offered the following concept of levels of the personality: the personality consists of three "floors": lower "Id", or "it" — blind, unconscious inclinations; average "Ego" — "I" a conscious being; highest "Superego" — persons in the attitude to the principles, standards of behavior. Freud emphasized especial importance of the first floor of the personality,

and also drama and even tragic situation "ego" which is under double oppression: from below — unconscious inclinations of "ides", from above — requirements and bans of "superego".

F. Lersh distinguishes three layers of the personality: conscious (thinking, strong-willed activity), top endothermic (motives and emotions) and lower exothermic (mood).

E. Rotraker also brings together the personality to three layers: vegetative, animal and human that very much reminds Aristotle's doctrine of vegetable, animal and human soul.

There are also other concepts.

But the given examples are rather typical to know about statement of a problem, without analyzing a position of all researchers.

Questions for self-control

1. What is behaviorism and "gestalt psychology"?
2. Essence of psychoanalysis of Freud.
3. "Conditionists" and their direction.
4. How is the ratio of biological and social in the structure of the personality shown? Why is this issue controversial?
5. What other directions do you know?

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PERSONALITY, STRUCTURE OF THE PERSONALITY

The subject of "Personality" is one of the central and main themes in the course of psychology. Knowledge of the personality, its features, and communication will help students slightly open certain secrets of her essence that in the future can help with work with people.

For understanding the subject "Personality, Structure of the Personality" it is recommended to pay attention to essence of the personality — as sets of all public relations and main psychological signs of the personality: consciousness, a self control, the activity which is expressed in concrete activity, inclusion in system of public relations, features of displaying of mental processes and its identity.

1. Concept about the person

Initial concept of this subject is the person. The person is the biological being belonging to a class of homo sapiens mammals. The person has a certain corporal organization, but at the same time this being public and it is the most essential sign. The person is the carrier of consciousness which is a public product too. The consciousness is top of development of consciousness of the person as in phylogeny (sort stories), and in ontogenesis (stories of life of the individual).

2. Concept about the personality

The concept of "personality" is narrower than the concept of "person". Personality is a socio-historical category. The personality is the figure of social development, the conscious individual who is holding a certain position in society and carrying out a certain public role.

The role is a social function of the personality (the father, mother, the director, etc.). The personality is a same person, but taken from his public importance and public work. The position of the personality is a system of her relations, relations to material values, living conditions, to society, to people, to itself, to the duties, etc.

The personality is a conscious individual. It is impossible to understand public essence of the personality, without analyzing her psychology of motives of activity, abilities, character and type of nervous system.

3. The Concept of Identity

Identity is a personality in its originality, a certain originality that makes each specific personality not similar to another. Originality can give special color of behavior to actions of the person. In science the word "identity" is used as a synonym of the concept "individual" that is the specific person with all features inherent in him.

4. Personality as object and subject of public relations

The personality is at the same time the object and the subject of the public relations as she lives in society and is shown in communication with other people. Reflection by the identity of material, political living conditions is mediated by ideology and psychology of big and small social groups as well as society in general. The wide range of communication of the personality, the is more various than her communication with various aspects of life, that more deeply she gets into the world of the public relations and her own inner world becomes richer. K. Marx and F. Engels in "The German ideology" claimed that individuals enter relationship with each other on the basis of requirements and ways of their satisfaction and that communication is a factor of their spiritual and moral and psychological development. The personality is represented by the subject of the public relations as is a figure of social development. Entering the relations with people, persons make history. The personality as a being conscious can choose this or that way of life. She can reconcile to the provision of oppressed, fight against injustice or live only personal interests. It depends on social standing of the person, from the level of awareness of objective regularities of social development by him and other factors.

5. Structure of the personality

Mental life has a certain structure that is the difficult dynamic structure consisting of certain components of the personality forming typical in the personality where the main, interconnected with substructures can be distinguished. The first and main substructure is the social one.

It includes the following characteristics: outlook, interests, ideals, aspirations, beliefs which are defined as an orientation of the personality. Orientations are the cornerstone of requirement.

The orientation is a selective attitude of the person towards reality; it defines all mental activity of the person, his system of motives and activity. The personality enters diverse public relations and the relations and carries out activity in various areas, proceeding from various motives and motives.

Motives are motives to activity or behavior.

To live, the person has to satisfy the requirements (in food, clothes, the dwelling, etc.). The requirement is the need for certain living conditions felt by the person and developments. This is the reflection of steady biological requirements of the internal environment of an organism or external living conditions. Being conscious, they are shown in the form of motives of behavior. Requirements induce the person to activity; it is the main incentive force of cognitive and practical activities of the person. Needs of the person are diverse, it is possible to distinguish from them material, spiritual and public. The person's activity and interests have a huge value in the life. Interest is a selective attitude of the personality towards object owing to its vital value and emotional appeal. Interests evolve from need of the personality, from their understanding and on the basis of calling or a public debt. Interests of people are diverse, as well as all human activity.

The outlook and ideals of the personality are closely connected with requirements, interests. The outlook is a frame of reference on the nature, society and human thinking. The outlook of the personality is, as a rule, caused by a class association. It serves as the external regulator of behavior and actions of the personality. The outlook not only defines the general orientation of the personality, her commitment, giving firmness and hardness to character — it affects shape of the person, all set of features of behavior and actions, habits and bents. On the basis of outlook, moral and political views, there is a moral ideal. The ideal is an image by which the personality in the present is guided and which defines the plan of self-education. Deeply reasonable belief of the person in the principles and ideals to which he follows in life is conviction. Beliefs are formed at the active, thoughtful, independent attitude towards reality, towards knowledge and the corresponding duties.

The second substructure of the personality will be social and psychological, including: knowledge, abilities, skills, habits, level of development, experience. All this is formed by training and education that makes readiness of the personality to life. Allows the person to be oneself, lead an adequate life.

The third psychological substructure is features of manifestation of mental processes (feeling, perception, memory, thinking, emotions will, physical activity, etc.). Exercises have significant effect on formation of these properties. Mental processes are a dynamic reflection of reality in various forms of the mental phenomena.

The fourth substructure — biological, including: the properties of the personality which are biologically caused by features of the nervous

processes (excitement, braking) which are shown in temperament, character, sexual and age properties. Their formation depends on social conditions and education. The most important component in this substructure is character - it is difficult synthetic education in which the content and the form of spiritual human life, style of behavior in the social environment is shown. Character doesn't express the personality in general, however represents difficult system of its properties, an orientation and will, intellectual and emotional qualities, typological features which are shown in temperament.

The structure of mental life of the personality is difficult, many-sided and dynamic. All her components are interconnected and interdependent. Happens to development of the personality changes and in its structure, but at the same time the structure of each personality is rather steady. She contains for the individual the typical systems of properties characterizing him as the person from whom it is southern to expect certain acts and actions.

GUIDELINES

To assimilate this subject it is first of all necessary to understand the structure of the personality and its main characteristic — an orientation, using the concepts "personality", "identity", "person", we get into essence of the characteristic of the personality and the studied subject in general. However the question of the personality structure remains disputable till today therefore there are various approaches to studying of the personality.

Questions for self-control

1. What are distinctions and interrelation of the concepts of "person", "individual", "personality", "identity"?
2. Give the characteristic of an orientation of the personality.
3. Name and explain the essence of four substructures of the personality.
4. Give the characteristic of the personality as to object and subject of the public relations.
5. The problem of the personality in modern foreign psychology.

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SOCIAL GROUPS, TYPES, LEVELS

This subject one of the major is aware of psychology. In her basic provisions about social groups, their types and levels reveal. It is extremely necessary to study these characteristics to the psychologist as he will use this knowledge in the work. In life he will deal not only with the specific person separately, but also with various groups, collectives. It can be cool collective, a family, crew, firm, establishment, and sometimes just street crowd under which influence his pupil, or the group of pupils which has united around some leader in a class has got.

In activity some work collective sometimes needs a professional consultation, and sometimes it is necessary to listen to a married couple together, or separately, the parents who have come to consultation or to penetrate into an essence of a problem of any community — knowledge of a group or collective is always necessary. Or when from casual set of the people who are brought together in a class, the psychologist has to help the teacher to create collective in a short space of time. The principle of our pedagogic is to bring up the personality in collective through collective, for collective. In this regard the psychologist needs to know a number of the main social and psychological regularities relating to the doctrine about groups and collectives. A basis of this doctrine is the understanding of public essence of collective.

In psychology for designation of certain associations of people there are such concepts as "group", "collective".

1. The Concept of the Group

The person during life communicates with other people, realizing the social essence. Communication it happens in groups and collectives. What is represented by a group?

A group can be defines as any set of people which internal organization is defined by the joint purpose of activity, and the personal relations.

Any group has the head, the leader, the authority. As well as groups, leaders happen formal (officially appointed, chosen) and informal (actually recognized as most of members). Within one group it is possible to allocate several informal leaders according to the number of informal groups. The most solid is that group in which the formal leader at the same time acts as the leader actual.

2. Types of groups. Collective

Groups can be primary are rather steady, not numerous on structure, and the association of people connected by common goals in which direct contact between his members is carried out. All who are included into this group, know each other personally and communicate among themselves in the course of the solution of the task facing group. The size of primary group can be, from 2 to 40 people. Communication in such groups develops on a personal and business basis. One can communicate more often, and contacts between them have close character. It is called primary circle of contacts which is formed in the form of micro group from 2 to 7 people.

On a way of education distinguish the following groups:

A real (contact) group is the association of people which is actually existing in time and space. Members of this group are connected by an overall objective of activity and between them there are interpersonal relations.

The real group can be long and short-term, big and small, but it exists and functions as a community.

The conditional (statistical) group unites people on the basis of the general sign allocated with the researcher. It can be a group of activists of school, the best athletes of the city, etc. The people included in such group, have no direct interpersonal relations, the general practical activities and are connected a boundary by themselves only indirectly (by sign — "best").

The conditional group mainly is object of research of sociology, and real — psychology.

The official (formal) group is created on the basis of the staff list and other official documents. Between members of this group business contacts are regulated by documents. However relationship in official groups develops not only under the charter, and on the basis of psychological proximity (sympathy, respect, friendship). Within this group aren't excluded also negative emotional relations that can harm business.

The informal group evolves psychological motivation — sympathy, similarity of views, beliefs, competence of certain people. Sympathies and attachments cement group.

On the basis of the attitude of the personality towards norms of group allocate still a reference group.

So, the same primary group can be considered from the different points of view.

The collective is a group of the people united by the uniform purposes subordinated to the purposes of society. It is live social organism. The same signs of group are inherent in collective. However, the collective has a number of signs which the group doesn't have.

The most important signs of collective: public importance the purposes and tasks, the interpersonal relations are caused by personally valuable and socially useful content of group activity, this difficult and constantly transformed association of people. Depending on the purposes of activity distinguish: professional collectives, public organizations, amateur collectives, etc. Collectives share on primary and the main.

Primary is primary group with signs of collective.

The main collective is a merging of primary collectives.

Reference (reference), the group is real-life or imagined group which views and norms serve as samples for the personality. The personality can recognize values of this group support them and equal on them.

3. Levels of development of collective

The collective is formed under the influence of external and internal conditions, grows from group and there pass several stages and levels of development.

At the first stage the group of people is united by the requirements of the head (it was noticed by A.S. Makarenko) where each member of the group recognizes and fulfills these requirements and where there is an association and communication between individuals.

At the second stage the requirements to the personality are imposed by group, and this requirement is accepted by the personality to execution.

At the third stage, proceeding from valuable orientations of collective, the personality imposes requirements to itself.

Except the stages mentioned above there are other levels of people's association and the collective development.

The lowest level of people's association is the conglomerate (diffusion group) — a casual congestion of people in time and space (the place, time — shop, a stop). There is no common goal, the management, the organization, substantial communication of steady relationship. Such community arises randomly and breaks up without serious consequences for individuals.

The following level is cooperation. Cooperation is an association in which substantial contacts are come, the interrelation, the accurate organization is established (everyone knows the functions and carries out them); when people concentrate at the same time in one place and direct the efforts to the solution of the task facing association. Development of cooperation leads to formation of collective.

However, at a stage of transition of cooperation to collective there can be deviations — the community closed in itself — corporation. The purposes of corporation aren't taken out of its limits, according to contents they can be close to the purposes of society, but can disperse. In such community there are all signs of collective, except the main thing — communications and coherences are more whole with public (some sects, associations of teenagers, etc.).

Collective is a particle of society, it creates the conditions for formation of the personality.

In the course of activity members of collective enter in contact with each other for the best coordination of the actions and increase of their efficiency. Relationship of the personality and a collective are diverse. It is necessary to allocate two main directions: influence of collective on the personality and influence of the personality on collective. In relation to the personality the collective has a number of functions. The collective acquaints the personality with ideological, moral, esthetic values of society, a cell of which it is; promotes social regulation of behavior of the personality by means of social norms, sanctions, laws, tradition; helps the personality to develop an adequate self-assessment at continuous collision personally significant and socially significant; develops intellectual potential of the personality by enrichment of her knowledge in the course of the solution of all-group tasks; develops the emotional and strong-willed sphere of the personality by means of various collective experiences and a regulation of the behavior; promotes overcoming of individualism, egoism and formation at the identity of a collectivist orientation. The behavior of the personality in collective can be characterized by collectivist self-determination or conformism, Collectivist self-determination acts as conscious solidarity of the personality with collective, acceptance and active upholding of his purposes, values and norms. Collectivist self-determination can coincide with opinion of the majority in which social norms are accumulated; the individual can find independence of such opinion.

The conformism is shown in a tendency of the person to change the behavior under the influence of other people so that it corresponded to opinions of people around, in aspiration to adapt to requirements of group contrary to the internal disagreement.

It is known that the person, being a member of any group, most often builds the behavior taking into account the rules existing to this group. All unwritten system of standards, norms, traditions defining actions and acts of members of group is designated as group consciousness. It can influence not only the behavior which is giving in to direct supervision but also such difficult mental educations as installation. Group norms can act as the factor promoting or counteracting the purposes of the official organization. The member of the same group can be subject in different degree to effects of group consciousness. The greatest influence is observed when the group into which the individual enters is for him significant (reference).

The measure of influence of the personality on collective is expressed in categories of the authority, the management, leadership.

The concept the authority is used in two meanings. The authority is understood as influence which the personality (group) has, based on recognition of her experience, knowledge, moral advantages. In this value the concept "authority" of social psychology sometimes corresponds to idea of "power". The second sense of the concept "authority" consists in recognition for the identity of the right to make decisions in situations, significant for individuals (groups). In this case the authority can not coincide with the power — the person who isn't allocated with attributes of the power, but possessing high degree of reference character for people around can use him.

Collective, group can successfully function and keep the integrity if the management providing coherence of actions is presented to them. Influence of the identity of the head on collective can be both positive and negative. It depends, first, on his personal qualities, secondly, from style of the management. The head is the bearer of some certain ethical and social norms. Orientation to the standards of his behavior, the mechanism of imitation influences and educates the subordinates because it occurs not abstractly, and through perception of a sensual image is in the important and effective way of any training.

Style of the management makes big impact on members of collective, on psychological climate in general. Three styles of the management differ.

The authoritative (dictatorial) type of the head generally uses administration methods. He considers the opinion indisputable, decisions — only correct, is sharp with subordinates, doesn't suffer criticism in the address. It is subjective in estimates of subordinates, differs in sharp criticality, he loves an external order of ostentatious wellbeing. As stimulation mainly uses orders, punishments.

The head of democratic type is tactful in communication with subordinates, prefers to resolve issues jointly, by flexibility in decision-making. It is fair in estimates, punishments, encouragement. In collective creates the business, friendly atmosphere. Sometimes quantitative indices collective work can be lower, than at the head of authoritative style, but quality and originality of execution, creative approach to business considerably increases. Style of the management makes big impact on members of collective, on psychological climate in general. Three styles of the management differ.

The authoritative (dictatorial) type of the head generally uses administration methods. He considers his opinion indisputable, his decisions to be the only correct ones, he is strict with subordinates, can't stand criticism in the address. It is subjective in estimates of subordinates, differs in sharp criticality, and loves an external order of ostentatious wellbeing. As stimulation he mainly uses orders, punishments.

The head of democratic type is tactful in communication with subordinates, prefers to resolve issues jointly, and is distinguished by flexibility in decision-making. It is fair in estimates, punishments, encouragement. In collective creates the business, friendly atmosphere. Sometimes quantitative indices of collective work can be lower, than at the head of authoritative style, but quality and originality of execution, creative approach to business considerably increases.

The liberal type of the leadership neglects work. He keeps from the solution of problems, entrusting it to the deputies, public organizations. Avoids the conflicts with people, badly knows the subordinates. Discipline in collective weak, members of collective become indifferent to affairs. In collective such head doesn't hold authority.

Recently as the synonym of the concept "head" is used the concept "leader". The leader is an individual who is capable to play the central role in the organization of joint activity and regulation of relationship in group. The leadership problem as which understand the relations of domination and submission of influence and following in system of the interpersonal relations in group in psychology has different treatment, the Theory of leader roles (R. Beylo) considers roles of "professional" — the leader focused on the solution of business problems and the "social and emotional expert"

solving problems of the human relations. The charismatic theory of leadership considers that the prerequisite of recognition of the person by the leader is the possession of peculiar leader features which is granted to certain outstanding persons as grace, ("charisma"). Supporters of the interactive theory believe that any person taking the appropriate place in system of the interpersonal relations can become the leader. The situational theory of leadership claims that leadership is a current situation in group (F. Fiedler) and that the leader focused on a task achieves big results, than the leader focused on people.

There is a set of other theories of leadership, but all of them transfer results of laboratory experiments to the phenomena of public life.

The modern psychology says that essential value for understanding of the theory has the level of group development. The head of collective should solve various problems. The way of the solution of problems can lead to positive and negative results. Proceeding from it, relationship of the personality and collective can be under construction.

GUIDELINES

When studying a subject it is recommended to analyze in details the doctrine about groups, the theory of collective.

Types of small groups, management and stage-by-stage development can be made a subject of independent consideration, and then it is detailed to sort these questions in the course of conversation, seminar occupation. At the same time it is important to pay attention to signs of collective, feature of the relations in collective and the following questions:

1. Theories of groups and collective.
2. Stages and levels of development of groups.
3. Conformism problem.
4. Influence of collective on the personality.
5. Management and leadership.

Questions for self-checking

1. What does concept "group" mean in social psychology? Call the main signs of a group, collective.
2. What communities of people (group) can be allocated?
3. What is a reference group?
4. What is social and psychological climate and what are the methods of this measurement?
5. What is the ratio of the concepts "leader" and "head"?
6. Explain what the style of the management and type of leadership is.

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COMMUNICATION PSYCHOLOGY.

TYPES AND LEVELS OF COMMUNICATION

Among the factors that influence formation of the personality in psychology there is work, knowledge and communication from. The person can act as the content of communication: his appearance, features of character, behavior manner, etc. When studying this subject it is expedient to concentrate attention on types of communication and interpersonal interaction.

1. Concept about communication

Communication is a communication between people during which there is a psychological contact, shown in exchange of information, interference, empathy and mutual understanding.

Contacts between people are a necessary condition of existence.

In communication not only the public essence of the person is formed and realized, but also his individual personal characteristic is shown. Communication connects a person with a person; in him the human relations are expressed. It represents the rod characteristic of collective activity of people and activity of the personality in collective.

Communication is a mental contact between people, performance of cumulative actions, and emotional influence at each other.

For designation of interaction of people with each other there are such concepts as "communication" and "communication". They aren't identical. Communication is a wider concept according to the contents. Communications exist between people and cars, between animals, etc.

The concept of "communication" is used only for characterizing between people.

What is the cornerstone of communication — biological or social requirement? It is disputable. There is an opinion that the person possesses congenital instinctive tendency to communicate.

Dupree called it "a sympathy instinct"; Adler — "feeling of a community"; Mazurkevich — "gregarious aspiration"; Fromm — "requirement for human communications"; Bern — "stroking"; Obukhovsk — "an emotional contact". Presence at the person of a communicative instinct is proved in a number of researches; however the biological need of the person for communication is caused by social need.

In interaction between people it is possible to track nature of communication and its maintenance. The content of communication can be: transfer of knowledge, abilities, skills, experience; solution of group tasks, organization of activity, joint experiences; the person's understanding of another person. The substantial party of communication is realized in ways and means of communication, namely: language, poses, gestures, mimicry, and situation relatively each other, depiction of something.

2. Types of communication

Division of communication into types happens on several bases: contingent of participants, duration, contact degree, completeness, desirability, etc.

There are the following types of communication allocated:

Interpersonal — in primary group, collective where each person communicates with everyone; during such communication the purposes and tasks both personal, and group are realized.

Personal and group communication where one party or one participant is a personality while another one is a group or a collective. This communication is distinctly shown between the head and collective.

Intergroup communication assumes contact of two communities. Besides, types of communication are shown depending on:

- ways and means of communication — direct (face to face) or mediated (through the third party, mechanisms, things);
- communication time — short-term or long;
- result (exhaustion) of communication — finished or interrupted.

In psychology there is a problem of a ratio of the "activity" and "communication" concepts.

Some researchers consider communication as an activity component. Others claim that communication — independent process. The third believe that activity is the party of communication, and communication — an aspect of activity. One is undoubted: communication and activity form indissoluble unity in all the cases. In joint activity the personality comes into contact with other people for exchange of information, coordination of the actions directed to creation of a product of activity. But, having created a subject in joint activity, the personality approves itself in public life, as if projecting herself and the relations to the others.

In this case activity acts as a communication component. But sometimes communication and activity can be considered as the same phenomenon. That can be activity of the teacher, actor.

Students, who study psychology, can also meet such phenomenon during their training practice. The student is sure that communication with visitors won't cause in him complications as he is a sociable person and, at all, not "shy ten". But experience shows that ordinary communication proceeds with little effort, and in concrete teaching and educational or other work causes difficulties connected with the fact that the student hasn't learned structure and laws of communication yet.

Communication will be the most effective if the teacher (the practical psychologist) considers the following factors:

- pedagogical tasks that he faces (whom I have to bring up what to teach to);
- the developed level of communication with group, the principles of leading communication;
- specific features of pupils, their psychological state at the moment;
- specific features of communication;
- the planned methods of impact on the personality, group, collective.

3. Communication levels

In communication there are three levels allocated:

The first one is the macro level at which communication is caused by the public relations social living conditions of the personality (traditions, customs, rules) and norms which the personality follows while communicating.

The second one is the mesa level, assuming contacts on a precise subject. And realization of a subject at communication with one person or a group can be finished in one session or several meetings. Communication on

a subject has the beginning, the middle and the end that is it is process which can be peculiar in a form and ways.

The third one is the micro level at which communication is carried out by means of elementary units of communication (a question — an answer, a meaningful glance, a smile, etc.).

All levels of communication are closely interconnected

Through certain subjects there is the whole system of communication of the personality during a certain period of her life.

Communication is always social. It is made between people and in the presence of people. Even then, when there are only two communicants, they communicate as carriers of social experience, as group representatives, collectives, classes, the people. People react to a social situation of communication differently, depending on their personal properties, from communication practice. The manner of communication is influenced also by temperament that is shown in sociability (non-sociability) as property of character. The social situation of communication helps a person in sociability formation as personal properties. The person gradually gains skill which turns later into a habit and becomes property of the personality.

4. Features of communication

Besides, the consciousness of people is influenced by mass communication. The television, radio, the press, etc. sources transfer an information action in one direction — from the center "preparing" it. The content of mass communication is the dominating outlook, ideological installations, entertainments, etc. of Mass communication are a continuous flow of information which on reaching some quantity, at some point causes

high-quality shift in consciousness of people. The content of this information touches mind, feelings of the person, create an emotional background. Information pays off on some average level of the recipient therefore in the content of such information the novelty aspect is obligatory.

In groups and collectives there are relations and interconnections. What is represented by relationship as interpersonal influence? It is a mutual position of one personality to another, the attitude of one people towards other people, "towards each other". At relationship there is feedback though at contacting not always there can be the same tone (modality). Relationship of people is realized in communication. Human relations can be obvious and hidden, business and personal.

Personal interaction (relationship) evolves from psychological motives of sympathy, a community of views, interests, addition of each other (complementarities), hostility, etc. During knowledge of each other are established, these interactions get stronger or disappear.

The system of personal relations is expressed in such categories as friendship, love, association, hatred, etc.

It is impossible to exclude neither types, nor communication levels as it is a basis of future profession from practical activities of the psychologist.

5. Interpersonal relationship in groups and collectives

In social communities there are not relations, but interrelations. It is a mutual position of the personality to the personality and a position of the personality in relation to a community.

The interpersonal relations are expressed in compatibility of people in the course of joint activity. Compatibility is an optimum combination of

qualities of the people in the course of communication promoting success of performance of joint actions.

Since the most ancient times the need for communication forced the person to distinguish and consider features of a mental warehouse of surrounding people in the acts, to direct psychics and behavior, that is to enter the relations and interrelations.

In the course of activity members of group come into contact with each other for the best coordination of the actions and increase of their efficiency. Efficiency of activity and degree of satisfaction in common performed work – quantity derived from degree of psychological compatibility of members of group. It is possible to allocate the following types of compatibility of people.

1. Physical which is expressed in harmonious to a combination of physical qualities of two or several people.

2. The psycho physiological, assuming synchronization of rate of mental and physical activity. Features of systems of the analysis, and also property of a temperament are the cornerstone of her.

3. Social and psychological compatibility which is supposed to be an optimum combination of types of behavior that leads to execution of social roles. It demands a coincidence of valuable orientations and social installations of members of group.

4. The socio cultural compatibility which is shown in the high level of mutual understanding of living position and partners, harmony and perception of cultural wealth, human acts.

5. The psychological compatibility promoting creation of a certain social and psychological climate which is one of the most significant manifestations of the interpersonal relations.

6. Social and ideological compatibility which assumes a community of ideological views, similarity of social installations and values, aspiration to identical moral and esthetic values. 1. Physical which is expressed in harmonious to a combination of physical qualities of two go several people.

The psychological climate is the general emotional spirit of collective in which moods of people, experiences, the relations to each other, to surrounding events connect. Psychological climate is rather steady and long phenomenon which isn't subject to change depending on situational (casual) emotional influences.

The most widespread methods of studying of relationship in groups and collectives are sociometric and referential metric techniques. The sociometric method can be presented as technology of measurement of the interpersonal relations which are shown in various estimates and judgments of members of group on the relation to each other in respect of desire or unwillingness to interact. This method is rather effective for the description and an assessment of a social and emotional condition of the interpersonal relations, psychological structure of group and its general psychological climate.

At the heart of sociometry the choice of the partner for joint activity or leisure is put. The advantage of this method is that it with a photographic accuracy reproduces relationship in group for research. However, the sociometry doesn't show the nature these attitudes and to their loudspeaker. Character of the interpersonal relations is a result of the deep relations

between members of group. The sociometry can't open the reason of isolation or preference of this or that member of group, and communication between persons in group. The communications recorded by means of this method owing to the mobility can lead to the fact that the leader recognized today can be included in the category of isolated tomorrow.

The referential metric technique is directed to identification of a circle of people, significant for the individual concerning an assessment of qualities of his personality, ways of behavior, opinions and valuable orientations. The advantage of this technique is that with her help it is possible to define a group of persons, significant for the personality, which doesn't come to light by usual sociometric poll. Referential metric is more substantial characteristic of group differentiation, than sociometry. The sociometry shows external relations between members of group (by the principle sympathy antipathy). Referential metric studying of relationship in collective gives the chance to investigate value-oriented aspects of these relations.

Relationship of the personality and collective are diverse. It is necessary to allocate two main directions: influence of collective on the personality and persons on collective. In relation to the personality the collective carries out a number of functions. The collective acquaints the personality with ideological, moral, esthetic values of society which cell it is; promotes social regulation of behavior of the personality by means of social norms, sanctions, laws, traditions; helps the personality to develop an adequate self-assessment through continuous collision personally significant and socially significant; develops intellectual potential of the personality by enrichment of her knowledge in the course of the solution of group tasks;

develops the emotional and strong-willed sphere of the personality by means of various collective experiences.

The head (leader) is at the head of collective. He should solve the most different problems — legal, financial, organizational, material, etc. The way of the solution of these problems can lead to emergence of the conflicts. But when the head sees in the collective not only a business design, and a deep social organism when he it is interested peers at internal life of this organism, then the conflicts just don't arise.

There is a tendency to consider the conflicts as something surely bad what it is necessary to fight against. There are constructive conflicts when certain members of collective oppose desire of some it is bad to work, for introduction of new technology, state discontent with outdated style of the management. Such conflict, having begun with interpersonal intense relationship, can develop into useful and effective collision. The conflicts are a form of manifestation of contradictions that is a driving force of development. "Frictionless collective" is not the best. The conflict situation as a result of which the latent defects of work that turn out to be on a surface is a positive situation. But when all attention becomes isolated on the personal egoistical interests of the clashing persons or groups is a negative conflict situation.

Personal properties of the head can be the cause of conflict situations:

- incompetence in management and lack of self critics that makes impossible an adequate self-assessment;
- the sample thinking which isn't allowing the head to change the decision if in parallel with his decision more reasonable offer from employees has arrived (in this case force of the power which is inversely

proportional to the authority of the head in the opinion of subordinates and degree of satisfaction with collaboration is used);

- the moral bad manners which are shown in a careerism, money-making or "suppression" inconvenient to the employee's head, incitement of members of collective at each other, actions by the principle: Divide and govern;

- the shortcomings of character of the head which are shown in the extreme unbalance leading to affective flashes, the sharp address, unwillingness to hide a bad mood, authoritativeness, lack of flexibility, and also confidence of the infallibility;

- inadequacy of style of the management to level of an intellectual and moral maturity of the run collective.

As the reasons of the conflicts arising because of collective it is possible to call the following:

- absence of conscious discipline at members of collective;

- low professional readiness of separate collective members for performance of joint activity;

- existence in collective of social and harmful elements: careerist, bootlickers, egoists, etc.;

- dissatisfaction with material or physical condition of work, especially if the head isn't able to change something.

The conflicts are distinguished by the following signs:

1. On a source — the conflicts resulting from unfavorable combination of circumstances in operating time (an objective factor), and the conflicts arising in results of collision of requirements, motives, installations, views, behavior of members of collective (a subjective factor).

2. According to contents — business and personal.
3. According to importance — for certain people, for collective.
4. As permission — the conflicts bringing: to depression of one of the parties; modifications of behavior contracted to a result of reciprocal concessions; to a delay of reorientation of the parties.
5. As course — opened and closed, masked and demonstrative. In an expression form — shown verbally or other signs of communication.
6. As structure of relationship — down (head-subordinate) and across (between subordinates).
7. On social formalization — official and informal.
8. By social results — the conflicts making the braking or stimulating impact on the collective's life.

The clashing persons begin to think less of business, and it is more about fight. Personal hostility, antagonistic tension grows, "recruitment" of supporters begins, arises expected troubles which can cause a serious condition of painful excitement or a depression, to affect a state of health of people. The conflicts lead to formation of neurotic symptoms, frustration.

Condition of frustration as extreme emotional pressure, arises not just at difficult situations and when they are perceived by the subject as insuperable on the way to achievement of the purpose.

The "healthiest" and desirable reaction at the conflict is the tranquility, judiciousness, readiness for cooperation.

As a rule, the conflicts are about to happen gradually and are in the beginning latent.

The conflicts aren't inevitable; they can be prevented if to know their sources, the reasons and ways of prevention.

One of the main ways of prevention is the accurate organization of work and adherence to principles in the attitude towards people. Full resolution of conflict includes two aspects: elimination of the reason of a contradiction and removal of a negative emotional state at people.

There are two main ways of overcoming of the conflicts — pedagogical and administrative. Most often use the first way — pedagogical as it provides collective safety, at the same time its moral psychological development. And only not really clever head tries to solve the conflict in the administrative way.

It is necessary to establish the conflict prime cause, quickly and on the place to resolve it, having switched energy of people to the problem solution, facing collective. Psychologists and sociologists of the whole world know that not that collective where there are conflicts is bad, and that head who isn't capable to solve the conflict in the division run by him without the aid of higher bodies is bad.

GUIDELES

While studying this subject the main objectives are:

1. Acquaintance of students with features of communication.
2. Assimilation of the basic concepts: "communication", "communications" and their ratio.
3. Assimilation of the concepts Views and "levels" of communication.
4. Communication as interpersonal interaction; to define nature of maintenance at communication and to acquire what is the cornerstone of communication — a biological or social need.

To understand: what communication is called communicative, interactive and perceptual.

Questions for self-checking

1. What is communication? Call his types and levels.
2. What can be the content of communication?
3. What you know means and ways of communication?
4. Reveal sense of concepts — communicative, interactive, perceptual communication.
5. How to understand unity of communication and activity?
6. What can you tell about features of professional and pedagogical communication?
7. Conflicts. Reasons of the conflicts, ways of conflict prevention.

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ATTENTION AND ATTENTIVENESS

For assimilation of a subject it is recommended to remember definitions of the main characteristics of attention. The attention — one of the parties of mentality of the personality — is in continuous interaction with other mental processes. To know this informative mental process better, it needs to be allocated from the general structure of mentality.

Any knowledge of truth occurs with active participation of attention, it holds a specific place as it is always included in practical activities, by means of attention interests, an orientation, self-expression of the personality are expressed.

1. Attention concept

Attention is concentration of consciousness on the certain object providing his especially clear reflection. K. Marx noted: "during the whole time of work the expedient will which is expressed in attention is necessary and is besides necessary especially, than less work carries away the worker the content and in the way of execution..." The attention can't be pointless. For attracting attention it is necessary to allocate object, to concentrate on him and to distract from foreign irritants. In the course of activity the attention has to be organized.

2. Physiological bases of attention

Now the physiological mechanism of attention is considered as the filter located at the different levels of nervous system and eliminating little significant signals. The mechanism of attention is connected with reflex activity of a brain. I. P. Pavlov has allocated an unconditioned approximate reflex at animals and called him "that it?" The person when dependence of attention on external irritants is traced has an approximate reflex also, but also he (unconditioned reflex) can't explain all complexity of attention of the person developing in the course of work. To approach understanding of attending, his physiological bases were helped by opening of the optimal center of the excitement made by I. P. Pavlov. A number of irritants (visual, acoustical, etc.) influence brain that causes a set of the excitement centers, various on force, in bark of brain hemispheres. The optimum center of irritation possessing average intensity, but a big stability for activity of an organism is distinguished from all; he brakes all other sites of bark of a brain (under the law of negative mutual induction). The optimum center of excitement is dynamic, changing irritant or its long impact on the same sites of bark of a brain is led to moving of excitement to other sites of a brain under the law of consecutive induction.

A. A. Ukhtomsky called the dominating center of excitement a dominant and has created the whole doctrine. Its essence is that the optimum center of excitement is mobile, and a dominant differs in the increased stability. The dominant brakes new sites of excitement, amplifies at their expense and switches to itself the excitement processes which have arisen in other nervous centers. It is such extent of concentration on some subject, the phenomenon that a foreign irritant not in forces to distract attention and

remains unnoticed. However neither the optimum center of excitement, nor a dominant explain until the end of mechanisms of attention of the person, his any character. People operate the attention therefore the goal which supports is of great importance correctly and switches attention. And in this case interaction of the first and second alarm systems gets into gear. Besides, in the organization in emergence of attention development of dynamic stereotypes under the influence of a constant operating mode matters. And if the person had had an inattention stereotype, then it is difficult to change, destroy him. The attention is expressed in a specific pose, mimicry, an orientation of sense organs on object. About it K. D. Ukhtomsky has told that the attention is that door through which passes everything that enters soul of the person from the outside world.

3. Types of attention

The attention as mental process is subdivided into types. On activity of the person in the organization of attention allocate three look:

Involuntary attention is concentration of consciousness on object owing to his feature as irritant. Stronger irritant against operating draws attention of the person. The involuntary attention is drawn and supported: expressive speech, novelty of an irritant, beginning and termination of an activity of an irritant. Long concentration of sudden attention on a subject is connected with requirements which satisfaction leads to fading of involuntary attention.

Interest as the selective relation to the world, acts as one of the reasons of involuntary attention to objects.

Any **optional** attention is the conscious adjustable concentration on object directed by requirements of an activity, this active and strong-willed attention. Optional attention is always connected with statement of the purpose of activity and strong-willed effort. The strong-willed effort is endured as tension, a mobilization of forces on the solution of a goal. It helps to concentrate on the object, not to distract, not to be mistaken in actions. Any attention as property of the personality can't be formulated irrespective of the personality. Therefore at the organization of attention concentration is necessary. Concentration of attention on cerebration is facilitated if the knowledge has included practical action (it is easier to keep attention on contents of the scientific book at her making an abstract).

Treat conditions of maintenance of any attention: features of a workplace, a mental condition of the person, a verbal reminder to myself about the activity purposes, a habit to work in various conditions, also I corrected compliance with laws, exercises in activity, etc.

Postany attention is such attention when strong-willed tension decreases. Postany attention evolves from interest, but it is not interest of the subject peculiarity, and manifestation of an orientation of the personality which activity is endured as requirement, and result we mean to the personality. According to psychological characteristics all three types of attention closely intertwine in a practical activity of the person and lean one on another.

External and **internal** attention. Due to the experiences of the personality allocate an external or perceptual and internal attention.

External one is included in perceptual activity of the person and regulation of subject activity. The knowledge of the world can't occur without development of external attention.

The internal attention is connected with understanding by the identity of the activity, the inner world, with consciousness. Objects of internal attention are feelings, thoughts, a memory. Ability it is impossible to think and work after careful consideration without internal attention. The external and internal attention prevents each other — difficultly to be concentrated at the same time on the external and internal phenomena.

Collective, group, individual attention. The person's attention depends on interaction with other people, Depending on forms of educational activity are allocated: collective, group, individual attention.

The role of the teacher in the organization of these types of attention and transitions from one form of manifestation of attention to another of a bike, Collective attention is a focusing all studying (workers) on one subject.

Group attention is focused by groups in working conditions in collective. The organization of this type of attention requires accurate planning of tasks on stages.

Individual attention is concentration of taking out on the task. It arises at independent performance of tasks.

4. Properties of attention

Several properties of attention are marked out: volume, distribution, concentration, stability and switching.

The volume of attention is measured by that amount of objects that can be captured by attention in a limited interval of time. At the adult the volume

of attention is equal to 4-6 objects which aren't connected among themselves (1/10 sec.). If to include letters in semantic whole (word), then quantity of the letters perceived separate increases. In these conditions the word is perceived as uniform object and the examinee doesn't notice shift, missing or the wrong writing of separate letters in the word.

Distribution of attention is expressed in what at any activity of people can hold in the center attention of some objects. Ability to distribute attention is brought up in activity and gradually becomes line of the personality. The ability to explain a training material and to watch audience, a class, distribution of attention is discipline.

Concentration of attention on one object can yield positive result only in combination with a sufficient object and distribution of attention between the necessary objects, the Condition of deep concentration of attention — a necessary precondition of exact, successful performance of activity.

Stability of attention is long concentration on object. Stability of attention depends on most nervous processes, on nature of activity, on the relation to business, on the developed habits.

The property is opposite to stability, distraction of which is shown in fluctuations of attention is. Fluctuations of attention can be tracked at perception of dual images. Switching of attention is an intended transfer of attention of object on another. Switching of attention depends on a goal, on mobility of nervous processes — on speed of change of excitement and braking, on nature of objects. Inertness of nervous processes complicates switching of attention. When switching on attention, typological features of the person, first of all mobility and force of nervous processes are shown.

The attention easier switches from less important issue to more significant.

5. Attentiveness as property of the personality

The condition of the aggravated attentiveness arises at the person getting to a situation, new, unusual to him. In such situation the sharpening of sensitivity, clarity of thoughts, emotional lift, and increase in speed of mental reactions, concentration, and readiness for actions is characteristic.

Absent-mindedness — too a condition of attention at which a person can't concentrate on any object.

Attention types. Persons have certain characteristics and share on attentive, inattentive and scattered. Attentiveness is defined by a ratio in activity of types of attention. Attentiveness as a trait of character is of great importance as it is shown in the attitude towards people. Attentiveness makes a basis of keenness and a step and has to be necessary line of the head, a psychologist or a teacher.

The carelessness is expressed in inability to concentrate on a subject, in inability to get into an inner world of other person, in superficial judgment. The reasons of carelessness lie in shortcomings of any attention, knowledge of world around, of lack of keenness and interest in destinies of people. Attentiveness and carelessness at the person can selectively be shown.

The absent-mindedness is "unusual ease in thoughts", fluttering from one external object to another and deep concentration on one subject. If the person concentrates on any subject, then it is absent-mindedness imaginary because it is concentration of all his forces on the most important for him

object at present. It means also prevalence of involuntary attention where strong-willed adjustment is minimum.

Attention in structure of the personality

In labor and educational activity the steady circle of objects to which any attention of the person goes is allocated. These objects connected with the content of activity and the purposes which are expressed in a speech form gradually take the big place in consciousness. There is a habit to pay attention to this circle of objects and a certain activity.

Knowledge allows noticing details in objects and thoughts by which there passes a non-specialist. Properties of attention are connected with typological features of nervous activity is also reconstructed as a result of implementation of professional requirements. The attention included in cognitive activity is combined in traits of character with specific features of cerebration. The outlook, conviction, ideals of the person exerts impact on what objects cause concentration of his consciousness. Attentiveness as the devil of the personality is shown in a peculiar synthesis of properties of attention. Properties of attention are formed by vigorous activity of the person.

GUIDELINES

The purpose of studying of this subject is:

1. Penetration into essence of problems of attention.
2. Assimilation of physiological bases of attention, and also such concepts as "an approximate reflex", optimum center of excitement, law of

negative induction, law of consecutive induction, dominant, dynamic stereotype and others.

Physiological mechanisms of attention — one of the most difficult questions of psychology therefore it is recommended to approach his studying with special care. Because the entire person in the nature and society faces, is one of aspects of work of mechanism of attention.

The attention and attentiveness help the person to get into depth of any problem, to master and transform the world.

Therefore the practical psychologist is recommended to concentrate own attention on nodal questions of this subject.

Questions for self-control

1. What is the role of attention in the person's life and activity?
2. What do you know about physiological bases of attention?
Characterize the optimum center of excitement; a dominant and its increased stability.
3. Types of attention and their characteristics.
4. How why is it possible to make the conclusion about attentiveness, a carelessness and absent-mindedness of the person?
5. How and by what means is it possible to support attention?
6. What role in practical activities of the person do the properties of attention play?
7. What is possible to tell about attention in the personality?
8. What is interrelation of the person's attentiveness with his activity and orientation?
9. What is professionalizing of attention?

10. How cognitive activity and attention are combined?

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FEELINGS. TYPES OF FEELINGS

Feelings are the party of mentality of the personality which allows the person to reflect only separate lines, properties of objects and phenomena. It is possible to get into an essence of process of feeling only when it is allocated from the general structure of cognitive activity of the person. The subject "Feelings" has a vast content and is one of the most interesting sections of psychology.

1. Feelings in system of mental processes

Feelings are a manifestation of all-biological property of live matter — sensitivity. In feeling are integrated (are inseparably linked) informative, emotional and регуляторные the parties of mental. It is primary form of orientation of an organism in world around.

Vital value of feelings is that they are always emotionally painted and are a source of a strong-willed impulse.

2. Sensory and logical perception

Feelings are a step of sensual reflection when knowledge of the world is directly connected with impact of objects on sense organs. The person gains the first sensual knowledge of surrounding objects, their properties, features, of own body through feelings. This knowledge is provided with activity of nervous system through sensual bodies.

Work and the speech have created specific, only human feelings. The human consciousness reflects the social living conditions of society, objects created in the course of active impact on the nature.

3. Definition of feelings

Feelings are reflection of separate properties of objects at their direct impact on sense organs. "Differently, as through feelings, we neither about any forms of substance and nor about any forms of motion we can learn nothing". In this squeezed statement V. Lenin has opened a role of feelings in cognitive activity.

Without feelings as initial form of reflection existence of any cognitive activity is impossible. Without feelings the informative activity of the person is impossible. If to isolate the person from the outside world, from feelings of flowers, light, sounds, then it is already in a day observed violations of mentality: there are hallucinations, obsessions, etc. In feelings constantly there is a transformation of energy of an external irritant into the consciousness fact that is a normal operating condition of mentality.

4. Physiological bases of feelings

The sense organ is an anatomic-physiological device which is on the periphery of a body or in internals and specialized for reception of influences of certain irritation from external or internal environment.

The main organs of each body are receptors (sensitive nervous terminations). Perceiving irritations, the receptor will transform him to a nervous impulse which is transferred in certain sites of bark of big cerebral hemispheres on the feeling (afferent) nerve. All this process is developed in time. The interval of time from causing irritation before emergence of response is called the latent (hidden) period. For different feelings he is different. System from receptors, the carrying-out nerves (centripetal and centrifugal) and specialized zones (centers) in a cerebral cortex I. P. Pavlov

called the analyzer. The central part of the analyzer (his cortical zone) consists of a kernel and nervous cages disseminated through bark which are called peripheral elements. Scattered elements of cortical part of the analyzer participate in establishment of communication and interaction between analyzers of various sense organs. All bark is a huge analyzer which separate parts of specialization on reflection of certain properties of objects.

Sensitivity, i.e. ability to have feelings, is given at birth. The child, having been born, already reacts to visual and sound irritants. This sensitivity is called unconditional reflexes. However all richness of human feelings is result of development and education of the person. Everything with what the person deals in the nature and society: digestion of paints, sounds, tastes, views of things is already resulting of work of a mechanism of high sensitivity by formation of new nervous cages in brain bark. Such activity of the analyzer is a conditional reflex.

Motive impulses which carry out response cause a stream of the nervous impulses signaling about effect of adaptive reaction. A number of adjusting impulses comes to the analyzer. This phenomenon in physiology got the name of the return afferentation. On physiological mechanism of feeling arise at interaction of an image and word in the humanized first alarm system.

Besides, conditional reflexive activity of analyzers arises on the basis of limited number of unconditioned reflexes. Besides, conditional reflexive activity of analyzers arises on the basis of limited number of unconditioned reflexes. And initial signal mechanisms of feelings of the person have included activity of the second alarm system.

The analyzer is adapted for reflection of separate specific forms of motion of matter, and this system doesn't give knowledge of other forms of motion. This feature of feeling has received the name of a mono modality. In a mono modality of feeling ability to reflect in uniform the general — what in general is inherent in light, a sound, a smell, etc. acts. That is the visual analyzer isn't capable to reflect sounds, temperature properties etc. In feeling quality of an image is always important; each analyzer reflects the big range of qualities.

The locality is inherent in feelings — any image of feelings contains elements of a spatial arrangement of an irritant. Color and sound correspond to a source (that is to that place where they have arisen). Other feature of feelings is their emotional background. Initial mechanisms of feelings of the person have included activity of the second alarm system.

5. Classification of feelings

Ancient Greeks distinguished five sense organs and corresponding feelings (visual, acoustical, tactile, olfactory and flavoring). Now there are about two tens the analyzing of systems.

Feelings are classified by existence or lack of direct contact with the irritant causing feeling and share distance and contact.

Distant feelings: visual, acoustical, olfactory. Feelings provide orientation in the next environment. Contact: flavoring, painful, tactile feelings. On an arrangement of receptors on a body surface, in muscles, sinews and inside the organism distinguish an extraception (visual, acoustical, tactile, etc.) a proprioception (feelings in muscles, sinew) and interception (feeling of hunger, thirst).

Such classification allows to allocate types of feelings and to consider them in interrelations.

Visual feelings. An eye is the sight device, a sense organ with a complex anatomic structure. Light waves, passing through an eye crystalline lens, are focused on a retina in the form of the image of the reflected subject. An opportunity to reflect space provides paired relationship of the visual analyzer. The mesh cover of an eye consists of tens of thousands of the terminations of the fibers of an optic nerve which are excited under the influence of a light wave. The terminations of an optic nerve — the receptors arranged in the form of flasks and sticks. Flasks are adapted for reflection of color, located in the center of a mesh cover and are the device of day sight. Sticks reflect light; they are located around flasks closer to edge of a retina of an eye. It is the device of twilight sight that is feelings of light and color have analyzing systems from which two groups of feelings are distinguished: the achromatic feelings reflecting transition from white to black both the mass of shades of gray color, and chromatic, reflecting colour scale with shades and transitions of flowers.

Reflection of color enriches informative opportunities of a person, causes certain emotions, signals about danger. Influence and impact of color on the person is considered when coloring rooms, in art, painting, etc.

Acoustical feelings are distant feelings. The sensitive terminations of an acoustical nerve are in an inner ear (a snail with an acoustical membrane and sensitive fibers). The external ear (auricle) collects an acoustical oscillation, and the mechanism of a middle ear transfers them to a snail. The excitation of receptors of hearing is the cornerstone the principle of a

resonance: different on length and thickness of the termination of an acoustical nerve start moving (resound) at a certain number of fluctuations in a second. Distinguish three types of acoustical feelings: speech, music and noise. The sound analyzer allocates four sound qualities: force (loud — silent), height (high — low), a timbre (an originality of a voice or a musical instrument), and length (sounding time). Hearing to distinction of the speech call phonemic; it is formed in the process of life depending on the speech environment in which the person is brought up. Ear for music, as well as speech, social, in his tone the esthetic pleasure is put. On cultural development of mankind centuries have left. Noise (and rustles) are less significant for the person, they can cause a certain emotional mood (noise of wind, rain), to serve as a signal of danger and the prevention.

In student teaching often face negative influence of noise which prevents to allocate useful signals in consciousness and tires nervous system.

Vibration feelings. They close adjoin acoustical feelings and reflect fluctuations of elastic medium. Vibration sensitivity is called "contact hearing". Special receptors at the person aren't revealed. Consider that vibration feeling one of the most ancient. All body tissues can reflect vibrations of external and internal environment. In the life of deaf and blind and mute persons the vibration feelings offsets loss of hearing.

Olfactory feelings. Microscopic particles of substances, getting into a nasal cavity with air, are dissolved in nasal liquid, influence a receptor and cause olfactory distant feelings. Animals' sense of smell is the main of distant receptors: being guided on a smell, animals find food. Olfactory sensitivity is closely connected with flavoring; she helps to distinguish quality of food.

Skin feelings. In integuments there is several analyzing of systems: tactile (feeling of a touch), temperature (feeling of cold and heat), painful. All this means contact sensitivity. The greatest congestion of tactile receptors is on a palm, lips and finger-tips. Tactile feelings of a hand, uniting with muscles articulate sensitivity form touch — the human system of cognitive activity developed in work. Tactile feelings give knowledge of a body surface (smooth, sticky, rough, etc.).

Receptors of painful sensitivity are located more deeply than tactile, besides pain receptors less. Pain has pronounced emotional tone; they signal an organism about need to come off an irritant. Painful sensitivity gives a signal of the harm done to an organism. The intensity of an irritant and its quality (pricking, cutting burning pain is reflected in pain).

Temperature feelings. Feelings of heat and cold, regulation of heat exchange between an organism and environment. The back, least — a breast is most sensitive to cold.

Static feelings (or a gravitational sensitivity) reflect position of a human body in space. Receptors of this sensitivity are located in a vestibular mechanism of an inner ear. Change of a body position to the Earth leads to dizziness in the planes. Change of static sensitivity in zero gravity is of practical interest. In a state of weightlessness work of a vestibular mechanism changes that leads to emotional shift. Sensation of fear (from falling) is replaced by pleasure and happiness, but the quantity of mistakes increases. However as a result of training at the person ability to precisely perceive the world and in a state of weightlessness develops.

Kinesthetic feelings. Feelings of the movement and position of separate parts of a body. Receptors of these feelings are in muscles and

sinews. The irritation in these receptors arises under the influence of stretching and reduction. Kinesthetic feelings of the person result in knowledge of force, speed, a trajectory of the movement of parts of a body. A large number of motive receptors are located in fingers of hands, language, lips etc. Speech a kinesthesia are formed at early age, but the psychologist and the teacher will be always faced by a problem of formation of the correct motor image of the word that increases speech culture and literacy of written language.

Organic feelings. The huge number of the receptor terminations which are responsible for health of the person is located in internals. Allocate separate organic feelings — hunger, thirst, pain. Organic feelings are followed by bright experiences of negative emotions, and removal of these feelings is connected with a positive emotional background. The main forms of motion of matter are reflected in feelings with sufficient completeness. Feelings provide to an organism adequate orientation in environment.

6. Regularities of feelings

Sensitivity thresholds, adaptation, interconnection, contrast and sinesthesia concern to them.

Sensitivity thresholds. Not any irritant is capable to cause feelings (for example, fuzz). Therefore, feelings arise at influence of an irritant of certain intensity.

Expresses the psychological characteristic of dependence between an insensitivity of feeling and force of an irritant notion a threshold of feelings, or a sensitivity threshold.

In psychophysiology distinguish two types of thresholds: a threshold of absolute sensitivity and a threshold of sensitivity to difference. That smallest force of an irritant with which initially there is hardly noticeable feeling is called the lower absolute threshold of sensitivity. That largest force of an irritant with which still there is a feeling of this look call the top absolute threshold of sensitivity. Thresholds limit a zone of sensitivity of the analyzer to this type of irritants.

Irritants which don't reach threshold size don't remain traceless; they subconsciously correct the movements, actions and change a sensitivity threshold. The irritant is characterized by duration and force of influence. The irritant is weaker, the more time is necessary to cause feeling. Between sensitivity inverse relation exists by force of an irritant: the big force is necessary for emergence of feeling, the sensitivity is lower than the person. Thresholds of sensitivity are individual for each person. Thresholds of absolute sensitivity don't remain invariable throughout human life and to youthful age reach the highest level. Except thresholds of absolute sensitivity, feeling is characterized by sensitivity thresholds to distinction.

The smallest increase to force of the operating irritant with which there is hardly noticeable distinction in force or quality of feelings is called a sensitivity threshold to distinction. Sensitivity to distinction is a source of difficult thought process — comparisons.

Adaptation — sensitivity adaptation to the operating irritant, is shown in decreasing or increasing of thresholds. The adaptation phenomenon in life is known to everyone.

Interaction of feelings is a change of sensitivity of one analyzing system under the influence of another analyzing system. General regularity

of interaction of feelings is as that: weak irritants in one analyzing system increases sensitivity of other system, strong — lower. Increase of sensitivity as a result of interaction of analyzer, and also systematic exercises is called a sensibility.

Contrast of feelings is a change of intensity and a quality of feelings under the influence of the previous or accompanying irritant. At simultaneous action of two Irritants there is a simultaneous contrast. It is possible to see in visual feelings (a white and light background and on them black rectangles). Besides, there is a phenomenon of consecutive contrast. After cold the weak thermal irritant seems hot. If to look 20-40 sec. at a light spot, and then to close eyes or to translate a view of poorly lit surface, then in several seconds it is possible to see an accurate dark stain.

Sinesthesia. The phenomenon is individual. Sinesthesia is an excitement by the arisen feelings of one modality of feelings of other modality. For example, under the influence of sounds there can be color feelings, color can cause feelings of cold, etc. Interference is also a sinesthesia. Sinesthesia increases sensitivity of feelings and extends to all modalities. It is expressed in set phrases: velvet voice, cold color.

7. Sensor organization of the personality

One of identity lines is made by the touch organization of the personality. It is a level of development of separate systems of sensitivity, characteristic of the individual, and a way of their objectivity in complexes. Any kind of activity promotes development of types of sensitivity, significant for this profession. Sensitivity to distinction can be ten times increased by training.

Personality and leading sensitivity. Newborns have approximately identical level of sensitivity. The course of life of the personality in development of sensitivity has a big importance; however purposeful education of various systems of sensitivity of each personality with allocation of the leading analyzer and formation of certain systems of sensitivity is necessary. All this is shown in individual peculiarity of the person, in his touch organization. The unity of bark of a brain assumes such features which will be the general in all the analyzing systems. The difference of nervous processes, activity of an after-effect, reaction force (touch, motor, vegetative) and brightness of emotional tone of feelings concern to them speed. I. P. Pavlov was features of processes of excitement and braking the basis for allocation of types: on force, moving and steadiness.

Individual speed of emergence of feeling, brightness and stability of a consecutive image, reaction force are derivative of features of nervous processes, characteristic type of nervous activity. From here a conclusion follows that properties of sensitivity are closely connected in types of a nervous system.

GUIDELINES

The purpose of this subject studying is:

1. Assimilation of the theoretical provisions opening process of feeling.
2. Definition of sensory and logical perception in the system of mental processes.

3. Mastering physiological bases of feelings as a starting point in development of a course of the general psychology. Understanding of classifications and regularities of feelings is the main question in this problem.

Opening a task which is carried out by analyzers, we state separate properties, parts and qualities of a subject corresponding to these characteristics that provide communication with the other informative mental processes, allows acquiring qualitative features of reflection of reality consciousness of the person.

Questions for self-control

1. What is the role of feelings in the person's activity?
2. How is the analyzer arranged?
3. 3. Remember physiological bases of feelings.
4. What do you know about features of feelings?
5. How to understand the reflex nature of feelings?
6. Classification of feelings, signs by which they are classified.
7. Thresholds of sensitivity and adaptation.
8. Touch organization of the personality and type of higher nervous activity.

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