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

PART 2

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.

PERCEPTION

To begin studying such a psychical process as "Perception" it is necessary to clear up the idea of the following positions: the essence of perception process, apperception as the man's past experience and perception as a reaction of grasping and reaction of the detailed vision. I.M. Sechenov stated that interconnection of feelings is perception itself. However it is a simple set of various feelings that gives complete perception of object or phenomenon to the man. Between feelings there are certain intercommunications, and this task is executed by analyzers. Thus between corresponding centers in a cortex there are temporal nervous connections exactly how they exist really in an object or phenomenon. Consequently, feeling and perception is links of single process of perceptible cognition.

1. General Characteristics of Perception

Perception is reflection of objects and phenomena in totality of their properties and parts at their direct influence on sense-organs.

Plenitude and exactness of perception depend on the man's public practice and experience, knowledge accumulated by him about parts, properties and internals of object. So, it is also necessary to take into account the man's past experience in perception process as presentations and knowledge.

The system of the associate feeling is reflected in perception: tactile, motor, visual, dermic, auditory etc. Perception flows in

connection with other psychological processes of personality: thinking, speech, will, etc. As a result of affecting of certain objects and phenomena of reality our sense-organs, the subjectivity of perception is formed, that is basis of reference function of the man's behavior and activity.

In practice knowledge is integrated in integral imagination. Consequently, perception is also characterized by integrity. Every part included in character of perception acquires a value only at its correlation with the unit; perception character depends on the features of its components. Perceiving an object, we comprehend it as a single unit having a certain structure. Thus, on the basis of experience, the man's knowledge unites separate elements in the process of perception in integral character and gives them certain structural registration.

2. Perception Types

Any perception is certain work of some perceptive system, i. e. not one but a few analyzers, from predominance of analyzers in reflecting activity. It is possible to talk about a visuognosis (considering something), auditory, about tactile perception. Besides there are complicated types of perception, if a few different analyzers are intensively mobilized identically. During a cinema-lesson visually-auditory perception works for students. In the difficult types of perception an enormous role belongs to the movement (motion of eye, hands). In the act of perception an action control begins. Sensomotor processes give a signal about the features of influencing objects. A

motor component assists the object disarticulation from a surrounding background. I.M. Sechenov stated that sensory and motive apparatus in the process of gaining experience are united into the single reflecting system. Motor components play a significant role in visuognosis.

3. Physiological Basis of Perception

To date the special organs of perception are not discovered yet. Therefore physiological basis of perception is a complex activity of the system of analyzers, on the basis of that there are complicated systems of temporal nervous connections between the crust centers of cerebrum. Thus there is a revival of some, pre-obtained nervous connections (associations).

The table of contents of human perception is determined by the second alarm system, because it, due to the speech thinking, transforms the perceived object into a verbal signal followed by the certain reaction of man.

Thus, physiological nature of perception is made by reflex activity into an analyzer and inter-analyzer complex of nervous connections, stipulating integrity of objects (phenomena). The second alarm system assists realization and comprehension of the reflected objects and regulates the process of forming of characters of human perception in words.

Perception development is by the closest character related to thinking development, because it gives intelligent character to

perception. Perceiving single objects and phenomena, a man attributes them to the certain group or category of objects, realizes single as the special case general. This generalized perception is provided by the words-names of the perceived object.

A certain degree of generalization is in every act of perception. Therefore every phenomenon, any object in the process of perception we understand, comprehend it from the point of view of already present knowledge, accumulated experience.

Any primary analysis that is accomplished in receptors is complemented by difficult analytical synthetic activity of the analyzers' cerebral links.

4. Perception Properties

Objects and phenomena of reality affect man in such variety, that he can not perceive them all and to react to them simultaneously. From the large number of influences he distinguishes only some with realized and distinctness. This feature is named selectivity of perception.

Selectivity of perception is primary selection of one object as compared to the others. Everybody perceives in objects and phenomena mainly the fact that interests him that he studies. At the same time he does not notice those details that he is not interested in. For example, an artist, a poet, a summer resident, a builder and a hunter will perceive the same forest differently.

Selective character of perception is conditioned by properties of the perceived object, terms there is perception in that, maintenance of personality of perceiving, his orientation, interests, experience and tasks standing before a man at the moment of perception. It is especially important to take into account during organization of perception of personality on employments, excursions in order to avoid illusive distortion of objects and phenomena.

A contour of objects is in perception. Only since it is succeeded to distinguish a contour from the background of the image, distinction of form, proportions and separate details of object begins.

An object and background of perception are dynamic. Something that was the object of perception, can after the lack of need or upon completion of work meet with a background. And something of background can become the object of perception at any time. Dynamic quality of correlation of object and background is explained by changing attention from one object to another, that it contingently moving of hearth of excitation on the bark of large hemispheres of cerebrum. The features of correlation of object and background are taken into account at the choice of form of colouring, in letters type for the pointers of passing to the streets etc. Contrast, an unusual thing allows distinguishing objects from a background quickly. The selection of contour of the perceived object also influences on perception and organizes it. These features are important for a practical psychologist.

Apperception. Dependence of maintenance and orientation of perception on the man's experience, his interests, attitude toward life, options, and riches of knowledge named apperception. Apperception gives active character perception. Perceiving objects, a man expresses certain attitude toward them. In other words, perception is a not passive, mirror reflection of the world, and refraction of everything the man perceived through the features of his personality, interests, feelings, mental conditions in every moment.

Perception carries purposeful character. And forming of the system of knowledge, generalization of experience, education of interests, persuasions, necessities, skills and options of moral behavior will assist more rich in content perception of reality.

Intelligence and generalization of perception. Perception is not only a perceptible character but also realization of the distinguished object. The intelligence is reached by penetration in essence of objects, i. e. cogitative activity in the process of perception.

Reflection of any solitary instance as the special display of general is perception generalization. A certain degree of generalization is present in every perception act. The intelligence and generalization can be demonstrated at perception of the uncompleted pictures. Every object at perception acquires the defined generalized value and comes forward in certain attitude toward other objects.

5. Perception Types Depending on Reflection Object

Types of perception are distinguished not only on a leading analyzer but also depending on an object that is reflected in perception.

Objects and phenomena of reality exist in space and time – basic forms of existence of matter.

Perception of object size and shape. A large value has an image of them on the eye retina. A greater image corresponds to large objects, shallow – to smaller ones. But the correctness of object size and shape perception depends not only on sight. People who are born blind and begin to see clearly as a result of successful operation are not immediately taught to determine the object size and shape by means of visuognosis. Thus, object size and shape perception comes true at difficult combination of the visual, tactile and muscularly-motive feeling.

Perception of object volume and remoteness. A basic role is played by a stereopsis here. Monocular sight determines the correct estimation of distance in very limit limits.

For volume perception a large role is played by the muscularly-motive feeling arising up at reduction and weakening of eye muscles. The slow approaching of fingers to the nose causes noticeable a transude feeling as a result of tension of muscles of eye. These feeling go from muscles, drawing (convergence) together and conducting (divergence) the axes of eyes, and from a muscle, changing curvature of lens (accommodation) of the eye. At the object remoteness a large

value in perception of space has inter-location of chiaroscuros, that after hangs from the location of objects. A man notices these features taught, using chiaroscuros, correctly will define position of objects in space. In perception of space, in the estimation of distance the not last place is occupied by sense of smell and auditory feeling.

Illusions of perception of object spatial properties. Perception of objects is sometimes erroneous. Illusions (errors) can be in any analyzer's activity. However visual illusions are known in a greater measure. Illusions can arise up for various reasons: sight defects, the visual analyzer's feature, change of perception terms and others. However in reality seeming perception can be distinguished from actual. Practical activity, knowledge of object properties, deepening of cognitive activity help to specify perception characters.

Perception of time. This is a reflection of duration and sequence the phenomenon or events. Physiological basis of the time perception process is pavlovian reflexes for a time period that are constantly produced by a man. Temporal intervals are determined by rhythmic processes, about outgoing in the organism of man (heart, breathing etc.). Short temporal intervals are exactly perceived only. Inclination to exaggerate small and to underestimate the large intervals of time reveals at perception of time. Perception of duration of time depends on maintenance figure of man. The time, filled by interesting, meaningful businesses, flows quickly and vice versa. Setting of personality matters at the estimation of time. There is an opposite estimation at remembrance of the past. The time saturated by

experiencing and activity is remembered to us as long, and the protracted periods of life with monotonous events are remembered as quickly passing.

Motion perception is a reflection of object direction and speed of spatial existence. A man gets knowledge about object moving perceiving the motion directly. Motion perception can also come true by deductions. The impression of motion can arise up in default of the real motion of object, at jiggling of look. If through the small intervals of time to show the row of images, playback the stages of object motion, then there is the impression of movement. This phenomenon got the name of stroboscopic effect (cinema). Motion perception comes true visually, auditory and kinaesthetically.

Man's perception of man. In the process of communicative relations the features of people's appearance, manner, habit, speech, emotional displays, actions, direct reactions etc. are reflected

At the process of man's perception of another man the special attention is paid to the mien for recognition of the emotional states. Gestures give to the man description of his attitude toward surroundings and event.

Gait can tell about a man's mental condition, about the line of business. Perception of speech features influences a general idea about personality of talking. Motion, acts, activity and others help to expose interests, capabilities, character of personality. Exteriority of a man's separate acts does not expose all complication of internal maintenance. The process of a man's psychological cognition depends

on the other personality's features of age, professional internals, sex, breeding, moral positions of personality.

6. Observing observation

Depending on the degree of purposeful activity of personality perception is divided by intentional (arbitrary) and unpremeditated (involuntary). Unpremeditated perceptions can be caused by both the features of surrounding objects (by brightness, unusual thing etc.) and accordance of these objects to personality's interests. An aim is not put here, volitional activity is not present.

Intentional perception means that a man has an aim, adds conations and chooses perception objects. In a process of knowledge of surrounding reality, perception can transform into observation.

Observation is purposeful, systematic perception of objects and the personality is interested in their cognition. Observation always begins with choosing the task that can be chunked into smaller ones.

Observation is intentional perception with the large personal activity. A man chooses from perceived something that is important and interesting for him. There is stability of arbitrary attention and active thinking in the act of observation that helps to separate main from second-rate, important – from casual, helps to differentiate objects more clearly. Perception, attention, thinking and speech, unite in the single process of intellection into observation. Depending on the aims of observation, from the observer's internals the certain

expressiveness will show up: intellectual, emotional, volitional tendency.

In class it is possible to look after the students' activity and independent work, originality of contacts among them. On the basis of arising tasks of observation the detailed plan is made: that, where, when to look after. A observation supposes pre-treatment of observer, presence for him of certain knowledge, abilities, possession methodology of work.

Observation is ability to notice characteristic, but small noticeable features of objects and phenomena. She is acquired in the process of the systematic engaging in favourite business and related to development of professional interests of personality. On employments it is possible to look after activity and independence of work of students, originality of contacts between them. On the basis of arising observation tasks the detailed plan is made: what, where, when to look after. Observation supposes the observer's pre-treatment, possessing certain knowledge, abilities, working methodology.

Observation is ability to notice characteristic, but small noticeable features of objects and phenomena. It is acquired in the process of systematic engaging in favourite business and related to development of personality's professional interests.

Intercommunication of observation and observation means the personality's interpenetration of psychical processes and properties. An observant man sees anymore, understands deeper, because catches hardly noticeable, but substantial signs of objects, phenomena, events.

Observation that becomes a personal property reconstructs the personality's structure and maintenance of the man's psychical processes. Developed observation of a teacher assists development of pedagogical time. Development of personal observation is one of the necessary terms to capture the system knowledge and at the same time it is an important independent task of any educator's or teaching work. In the process of students' educating and interests development, the individual features of observation are formed.

7. Individual Differences in Perception and Observation

Perception and observation are always made by a concrete man and has individual features. Individual features depend on distinctions in the structure and functioning of sense-organs. It is expressed in the sharpness of sight, sensitiveness of rumor, exactness of touch. But perception and observation are characterized by general conformities to law. All people have general displays of psyche that is reflected in basic conformities to law of reality.

Individual character of perception and observation is shown up in dynamics, exactness, depth and degree of their generalization and in the features of the emotional colouring.

Types of perception and observation. In psychology there are a few of such types: synthetic, analytical, analytical synthetic-synthetic and emotional.

The people of **synthetic type** have determination to the generalized reflection of the phenomena and to determination of sense

of what is going on. The man of this type does not give significance to the details. The teacher of such a type characterizes students briefly and generalized.

The people of **analytical type** show less determination to the generalized description of the reality phenomena. Aspiration to distinguish and analyze details is characteristic for them. They carefully behave concerning details; sometimes have difficulty to understand basic sense of the phenomena. The teacher of such a type gives the detailed description, analyzing merits and misconducts.

The people of **analytical synthetic perception and observation type** equally find out aspiring to understanding both the sense of the phenomenon and its actual confirmation. Such people always correlate the analysis of separate parts with conclusions and establishment of facts – with their explanation. This type of people is met more often than the others. For such people, both perception and observation are effective for an activity.

The people of emotional type are mixed up and not organised. They substitute the subjective reflection of reality to experiencing.

In conclusion, it should be noted that it is necessary to pay more attention to the man in the process of communication, and in the process of educating to form ability to reflect the surrounding world objectively.

GUIDELINES

It is definitely one of the most interesting topics in the course of general psychology. A future psychologist is strongly recommended to master all substantive provisions and descriptions that present vitally important interest for personality. Besides, substantial is a question about observation and development of observation as a personal property. To observe means not simply look at something and examine but listen, and listen carefully. In the total, the systematically conducted exercises on observation by students are such an important line that forms personality, as observation is ability on external signs to judge something that is hidden from direct perception (for example, on a mien, to judge about the man's internal state of by his voice intonations).

There is not a need to prove that ability to observe is a necessary quality for future activity as a psychologist.

Self-Control Questions

1. Which are basic features of perception process?
2. What do you know about physiological bases of perception?
3. Features of perception. What do they consist in? Perception of form, size, distance, objects in space.
4. What analyzers take part in perception of time and motion?

5. What is apperception? Which are its features?
6. Illusions of perception of object spatial properties.
7. Man's perception of a man. What value does it have in the activity of a practical psychologist?
8. Supervision and observation. Education of observation.

Literature

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MEMORY

The topic of "Memory" is one of great importance in a psychology course. In everyday life and activity everybody is recommended to possess receptions and methods of memory development. While studying the topic of "Memory", the essence of this phenomenon as well as value of all processes of memory should be understood, it is also important to analyse the role and reasons of forgetting, its dependence on material maintenance and individual features of personality. It is also necessary to expose mechanisms and physiological bases of memory.

Memory is basis of psychical life of any personality, it contains a number of difficult psychical processes, actively seizing that a man manages acquisition and maintenance in consciousness of useful information, its reproducing at the necessary moment.

1. Memory is in the System of Psychical Processes and Properties of Personality

It is possible to give the following definition of memory. Memory is memorizing, maintenance and reproducing the circumstances of life and personality's activity

The value of memory in a person's life is extraordinarily great. The man with no memory, as I. M. Sechenov noticed, would always be in a new-born state, would be a creature capable to nothing to learn, nothing to seize, and his actions would be only instincts.

Neither perception, nor thinking nor imagination, will take place without memory. Only due to memory a personality possesses habits, skills, desires, claims and attitudes toward objects and phenomena.

2. Material Basis of Memory

During all history of scientific searches material bases of memory are presented as tracks. Disintegration of memory tracks is disintegration of personality: a man grows into a automatic living, reactive on a stimulus operating only presently.

The newest researches of memory showed that not only a bark but also beneath bark brain areas participate in imprinting and maintenance of objects and phenomena. The different brain areas take part in memorizing.

Numerous medical supervisions show that the defeat of cervical and parietal area of brain conduces to the change of visualizations, and temporal - to the loss of speech and motive functions.

Scientific materialists from the most ancient times adhere to the track hypothesis about the mechanism of memory. Ancient Greeks, for example, compared memorizing to the imprint (immediately) on beeswax. But such a comparison cannot be considered to be serious at the level of today's science. Due to the study of pavlovian reflexes nature of memory track got explanation at anatomic physiological level. Its essence is taken to the following. Under the action of irritants nervous fabric changes and saves in itself tracks of nervous excitement. But these tracks are far from those "imprints on beeswax".

They are much more difficult. Tracks are explained by formation of associations, as psychologists name them, or by formation of nervous temporal connections, as physiologists name them. However, as researches showed, associations are included as elements in more difficult dynamic structures. I. P. Pavlov found out that the mechanism of brain's material that is equivalent to this connection is conditional reflex connection. So, temporal nervous connection is the material mechanism of associations. By the carrier of tracks, qualificatory memory, dynamic nervous connections come forward.

From this point of view memory is the system of the organized associations arising up between the irritants and different psychical characters, stored in experience. Now scientists penetrated in secrets memory at the level of biochemical and biophysical forms of motion of matter. Explaining to of tracks memory at the level of molecular and bioelectric activity of the nervous system considerably deepened the associative-reflex level of explaining to of mechanisms memory.

In 1950-1960 scientists suggested a hypothesis about chemical processes that is going on in the nervous cells of brain, as about material basis of memory. The researches conducted in Institute of brain in Leningrad by an academician A. V. Palladin and his employees confirmed that the mechanism of memorizing and maintenance was based on biochemical processes passing in nervous cells (neurons). As a result of excitation of the nervous system ribonucleic acid participating in the synthesis of albumen accumulates in them. Experiments showed, for example, that introduction of

molecules of brain of train animals accelerates an untrained animal at the last the process of educating.

A hypothesis according to which brief memory exists due to circulation of electric potentials arising up as a result of excitation of group of neurons, is outspoken also. Long duration memory is related to the change of structures of ribonucleic acids. During 30 minutes after influence of the irritant there is transition of track from brief memory into long duration one. If during 30 minutes after influence of irritation an animal is exposed to strong electric, chemical influence or cooling of organism, then track does not appear in of long duration memory. The less time an irritant causes a stimulus that is memorized, the more numbers of reiteration times is required for its translation from brief memory into long duration memory.

And presently there is still not a single theory of memory tracks. A neuron theory, that is based on the fact that neurons form chains where biological currents circulate, is more convincing. Under their influence there are changes in synapses (places of neurons connection), that facilitates passing of biological currents on these ways. Different character of neuron chains corresponds to one or another envisaged information.

All these modern ideas about physiological, biochemical and biophysical bases of memory mutually complement each other, help to understand nature of memory, explain the mechanism of imprinting, maintenance and reproducing of characters, ideas of sounds etc.

3. Characteristics of Memory Processes and their Conformities

Memorizing. The process of memorizing flows in three forms: imprinting, involuntary memorizing, arbitrary memorizing. Imprinting is durable and exact maintenance in brief and long duration memory of events as a result one multiple producing of material for a few seconds.

In long duration memory, imprinting takes place, when we run into events producing the strong emotional impression. In addition, imprinting is a process of memory, as a result of that there is fixing new, by binding of something obtained before. Imprinting is always selective: far not everything is saved in memory that operates on the sense-organs of man. Imprinting of objects, phenomena, thoughts and others is determined by reasons, aims and methods of activity of personality.

The involuntary memorizing is maintenance in the memory the events as a result of their frequent reiteration. However, a man has the arbitrary memorizing as the leading form of memorizing.

Over-learning (learning by heart) is memorizing on purpose to save one or another material in memory. It is the specially organized mnemical activity, sent to maintenance in consciousness that it is related to the aims of personality. In relation to the original text, over-learning word for word is close to the text semantically. By the nature connections in the memorized material the mechanical distinguish and

semantic. The semantic memorizing reflects appropriate connections, mechanical - spatial position, temporal sequence of memorizing of objects. Over-learning provides a basis for understanding, understanding facilitates over-learning.

Conformities to law of memorizing:

1. Memorizing depends on the put aim and setting in a time of memorizing. In addition, uncompleted actions are remembered better than completed. Probably, an impracticable aim subconsciously is that event that is memorized well as compared to the completed action. An aim which is more meaningful emotionally or practically assists more durable memorizing.

2. Memorizing depends on the means of producing (representation).

3. Memorizing depends on the logical structure of material.

4. Memorizing depends on organization of process of over-learning (a sequence and distribution of the learned by heart material are in time: for example, not to teach two similar objects in sequence).

5. In memorizing it is necessary to include all types of memory.

6. Learning some difficult material by heart, it is necessary to reproduce it aloud.

7. At memorizing it is recommended to use mnemonic technical receptions. Digital material is memorized easier, when parts of numbers coincide with already firmly imprinted. What a man knows anymore, the easier to memorize him new, to tie up him with old.

Any material must be realized and understood. The comprehension of material is also needed for independent work with a book, with ability to divide difficult and large material to pieces. Thus, at first it is needed to read the whole text, understand its sense, and then to dismember it into the logically constrained parts. Simple on maintenance and small on volume material is recommended learn on the whole. The special attention needs to be turned to those parts of material, that must be memorized word for word, learn by heart, for example, definitions.

Professor A. A. Smirnov marks that it is easier to remember the material that has some prepared foundation that consists of knowledge gained before; on the contrary, the material that does not find any response in weak knowledge is memorized infirmly, therefore students are useful to suggest, that they need to develop in itself flairs to memorizing, that development of memory takes place for a man during all his life, if he to care of her development.

Maintenance. Maintenance is bearing the got information in the mind for longer or shorter period of time. Maintenance has two sides: actually maintenance and forgetting, – and both sides are important for a personality. The basic percent of forgetting falls on the first 48 hours after perception or over-learning of material. By the natural state, on occasion and expedient, there is forgetting. Characteristically, that drops off that is not used, does not recur first of all, what interest is not to. That is meaningful for a personality and joins in activity as necessity, does not drop off. Usually generals and conclusions are

longer saved in memory, and details drop off, and also that was fastened mechanically, without understanding.

Forgetting can be full or partial, protracted or temporal. At the complete forgetting there are the knowledge envisaged before, objects are not known. At the partial forgetting a man reproduces them not exactly, and with errors, knows him, but can not reproduce. At the protracted (complete or partial) forgetting a man can not recall anything long. The temporal forgetting allows to the man to reproduce forgotten after some time, although it does not take place presently. Physiologists explain such phenomenon braking of temporal nervous connections. They can disintegrate finally, the complete forgetting comes and then. Both phenomena mentioned above are the result of not fixing of temporal nervous connections.

In this connection it is possible to give some recommendations on a fight against forgetting and rational receptions of memorizing. Firstly, don't overload the brain with learning a lot of material by heart immediately before answering or examination. Preparation to them is necessary to be made in advance. Secondly, reiteration is important means against forgetting. Taking into account that forgetting especially quickly takes place at first, reiteration needs to begin till material is almost forgotten. On that score K. D. Ushinskiy recommended to "strengthen the building", otherwise will be to "repair already tumbledown". It means that before to begin the reiteration of material, the less than reiteration required and material is

easier restored in memory. Thirdly, application of the mastered knowledge in practice is the best way of warning of forgetting.

Reproducing is recreation in activity and communication of the material stored in memory. Distinguish a few levels of reproducing: recognition, actually reproducing, remembering.

Reproducing can be defined as a process of memory, as a result of that there is actualization, renewal after maintenance of psyche got strong before by extraction of him from of long duration memory and translation in operative. Model, that the complete and exact reproducing of vast material takes place not immediately after its over-learning, and in 1-2 days. It is a result of reminiscence that arises up as a result of rest and weakening of braking caused by the fatigue of nervous cells of brain.

Recognition is reproducing at support on perception of object. If recognition complete, clear, is certain, then we involuntarily, without realizing of it we know an object that was before perceived. But recognition can be and not complete and indefinite. So, for example, meeting a man, we catch something acquainted in his lines, but unable to compare him to what we knew him a long ago or we do not recall terms in that perceived him.

Thus recognition can purchase arbitrary character, i.e. we recall those circumstances intentionally, to specify recognition. It as though is transformed in reproducing.

Thus, reproducing comes true without the repeated perception of that object that is reproduced. Recognition requires the repeated

perception. The involuntary reproducing is caused by the action of some push (words, ideas, object etc.). Sometimes it is not succeeded to remember anything it is and then necessary to conduct active searches, surmount obstacles. Such reproducing is named remembering.

Every personality is provided with nature yet and by historical memory as remembrances. **Remembrance** is this reproducing of the past limited to time and space. Remembrances attribute a man to set time and place, where once, under some circumstances objects and phenomena were perceived. Personality binds them to the certain period of the life. Therefore remembrances are always accompanied by unit by the row of emotions. Every personality is provided with nature yet and by historical memory as remembrances. Remembrance is this reproducing of the past limited to time and space. Remembrances attribute a man to set time and place, where once, under some circumstances objects and phenomena were perceived. Personality binds them to the certain period of the life. Therefore remembrances are always accompanied by unit by the row of emotions.

Remembering is this too reproducing at that presently there is not possibility to remember necessary, but there is a confidence, that it went down in memory. Remembering requires a conation. It is possible to recommend two receptions of remembering: associating and support on recognition. Associating is reproducing of the material, related to that it is necessary to recall.

4. Mnemical Features of Personality. Types of Memory

Individual combinations of types of memory, feature of processes of memorizing, maintenances for everybody make typical properties of memory. The special place is occupied by the professional orientation of memory and her value in the structure of psychical processes and properties of personality.

There is a general level of development of memory of man (good, bad). But except general description, it is possible to educe the level of development for everybody of separate kinds of memory: verbally-logical, vivid and emotional.

Verbally-logical memory is memory on knowledge in a speech form, logical charts, and mathematical symbolics. This memory is related to the constitution of mind of man, apt to philosophical generalizations, theoretical reasoning. In life such man does not make effort, memorizing the last names, names, patronymics, but vivid authentication of people comes true with large efforts.

Photographic memory. It is memory on presentations, pictures of nature and life, and also on sounds, smells and tastes. She can be visual, auditory, olfactory, and tactile and taste. If photographic and auditory memory is elementary for all normal people, then olfactory, tactile and taste make the special professional kinds. Photographic memory is especially developed for the people of "artistic professions". Some artists, for example, can write portraits without a book or in all details to see the just perceived difficult picture.

Composers can memorize the difficult piece of music, listening to it every time. The people provided with such brightly expressed memory are named adetics.

People differentiate on the level of development olfactory, taste and other types of memory. Predominance of one of types of photographic memory it is possible to trace in the process of educating and help students and to use students with the greater loading the that type of memory, that is developed better and assists development of other types of memory.

Emotional memory is memory on experiencing that retain a man or compel him to test something before felt deeply. On emotional memory ability to feel for someone is based: to the hero of book, lecturer, actor etc. Investigation of this type of memory is ability to turn pale, blush at remembrance about tested, dread to think of the hoodoo outlived a long ago.

Correlation of levels of development of memorizing and maintenance. Memorizing can be measured by the amount of reiterations, that is needed for reproducing of one or another material. Forgetting is measured by the time from the moment of learning to forgetting. On these parameters the next features of memory differentiate:

1. Rapid memorizing and rapid forgetting. Certain organization of reiterations of material is here required.
2. Slow memorizing and slow forgetting. In this case it is useful to organize the learning of material small portions.

3. Rapid memorizing and slow forgetting. This is the best combination of memory processes.

4. Slow memorizing and rapid forgetting. This is the least successful combination of processes of memory.

It is necessary to work constantly at development of memory. Volume, exactness, mobilization readiness, confidence is important in the rightness of reproducing. The enumerated parameters also characterize individual features of mnemical function of personality. Memory volume for span-new material, not making sense (syllables, numbers, words of foreign language, new terms), is equal “to Miller’s magic number” 7 ± 2 . This number specifies on the amount of information units, that people usually bear in a mind. By volume description of memory must be taken into account in the process of educating and in intermingling with people. On this basis, it is impossible to build long phrases in the spoken language, they are badly memorized. The law of maintenance of general volume sounds so: than wider, the more shallow, than narrower, the deeper, i.e. than less than the material studied on volume, the more possibility him deeper to comprehend.

Exactness of memory is ability without distortion, by the same words, to reproduce information. This important quality of memory shows up in many cases lives. Reproducing of information the words does not pass all depth of idea. Important ideas are quoted therefore, but not retold.

Mobilization readiness of memory is ability to recall necessary material presently. Mobilization readiness of memory develops in a communication, in reproducing of the memorized material in new for him quality. This difficult psychical education the features of volitional, emotional properties and thinking of personality are integrated in that.

A confidence in the rightness of reproducing is related to the complex of the man's personal internals. A confidence is related to the level of development of observation. In addition, a confidence is related to suggestibility. The man under influence is less sure in the rightness of reproducing. The purposeful memorizing with setting on long maintenance also assists the sure reproducing.

Psychological researches show that with age of capacity for memorizing go down.

Among the personality features of memory the special place is occupied by remembrances is reproducing in memory of events vitally to the personality. Remembrances are a source of development self-consciousnesses of personality.

5. Imagination

Imagination is reproducing in memory of character of object or phenomenon not affecting presently sense-organs. It is the secondary character of object or phenomenon, stored in memory.

One of main in this theme is a question about nature of presentations. Knowledge about presentations are important for understanding of role of memory as cognitive process and especially for understanding of way of cognition as transition from feeling the idea, from concrete contemplation to abstract (abstract) thought, to the generalized knowledge about essence of things and phenomena.

Images of memory are considerably paler than characters, because details disappear from them. At the same time of presentation of memory make the important element of the envisaged past experience of man.

A few generalized characters always can arise out of great number of the perceived characters. Thus in each of them the most substantial will be saved: volume and form of object, impressive details, color, distinguishing him from other similar objects. Images are the generalized character of object.

At the same time presentations can be caused by the reflection of the world words, because perceptible experience of man is related yet to speech. In fact every word is related to character of object. For a man, impercipient the value of words, there is no experiencing. So, for example, studying, a student, listening "the nonsensical" vocabulary of teacher, forces to be the contemplator of empty phrases. And finally,

imagination is a transition link from feeling the idea, from concrete to abstract.

Imaginations are saved in memory and needed for recognition, orientation in surrounding reality. At the same time imaginations can be caused by the reflection of the world words, because perceptible experience of man is related yet to speech. In fact every word is related to character of object. For a man, impercipient the value of words, there is no experiencing. So, for example, studying, a student, listening "the nonsensical" teacher's vocabulary, forces to be the contemplator of empty phrases. And finally, imagination is a transition link from feeling the idea, from concrete to abstract.

Types of imagination. Imagination arises up both on the perceptible and on logical stages of cognition. On the degree of generalized in character objective reality distinguish: single, general and schematized images.

Single are images of concrete object or phenomenon. It is a base for development of the ethic and aesthetic feelings. As characters of memory single images are basis of recognition. Single images are basis of forming of general presentations.

General images are ideas about the general lines of group of similar objects. In general imagination it is possible to reflect those groups of objects and phenomena between that there is external likeness only. It is impossible to present an animal in general, but it is possible to present a lady-cat in general.

Extraction of typical and distinctive features in appearance of group of objects requires demonstration of row of images of this group.

Schematized are images of object as a conditional graphic image. The maps of fights and hikes schematize the real motion of armies, helping to understand motion of battle. Presentation arising up on the basis of direct reflection of the world is basis of feedstock of perceptible knowledge of man.

GUIDELINES

Studying a topic of " Memory", it is necessary to mean that memory needs to be examined both-side – from the side of its maintenance and those processes, in that imprinting, maintenance and reproducing is accomplished that a man perceives, what he thinks of, what feels.

The special attention it is recommended to pay to such questions:

1. Determinations of memory and its processes.
2. Individual features of memory and distinction are in the processes of memory.
3. Terms of memorizing of material.

Self-Control Questions

1. What is memory?
2. Which are memory types?
3. Name the individual features of man's memory and its types.
4. Describe the processes of memory: memorizing, maintenance, recognition, reproducing.
5. What methods of memory development do you know?
6. Memory and its value are in activity of practical psychologist.
7. What value does memory have in man's life and activity?

8. Why is memory named the reflection of man's past experience, showing up in imprinting, maintenance and subsequent reproducing (remembering) what he perceived, did or about what thought and what felt?

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THINKING

Everybody in the process of everyday life has to decide the most various tasks. All of them are related to cogitative activity. For the successful decision of any problem abilities actively to think are required, joining in work, to accept independent decisions.

1. Concept about thinking

Thinking is the mediated, generalized reflection of reality by a man in its substantial connections and relations.

Under the internals of mind we understand those personal properties of the man that characterize his cogitative activity steadily.

If on the perceptible stage of cognition external influence directly results in the origin of corresponding characters in our consciousness, then a thinking process is accomplished considerably more difficult. The reflection of the surrounding world in the process of thinking comes true through the system of cogitative operations: analysis, synthesis, comparison, classification, abstracting, generalization, systematization. That thinking is accomplished by means of certain operations, grounds to examine this process as mediated reflection of reality.

The second founding is that both thinking process and result always and necessarily comes true by means of verbal reflection.

Thinking is the mediated reflection of the world and that is why, that due to thinking a man cognizes not only that it can be directly perceived by means of sense-organs but also that hides from direct

perception and can be got to know only as a result of analysis, comparison, generalization of and others.

Analysing and comparing some supervision, leaning against the results of past experience, a man in the process of thinking finds a common in separate objects. Abstracting of this general allows to unite these objects in the different systems, and for a man the generalized reflection of surrounding reality appears accessible. Possibility of the generalized cognition is provided by that a man reflects the surrounding world not only in a vivid but also verbal form.

The mediated and generalized character of thinking provides cognition the man of not only the phenomena but also their essence. For a man it appears accessible to establish different connections and relations that allow finding and exposing objective conformities to law.

The man's thinking always has purposeful, arbitrary character, because any act of thinking is sent to the decision of certain cogitative task and is an answer for a question in any case arising up in our consciousness. What wider and deeper knowledge of man, than more perfect his experience of intellection, the anymore he sees unsolved problems, the more often there are cogitative tasks in his consciousness, requiring a decision; and vice versa, naivety of mind, low level of knowledge, as a rule, are an index that before such man there are not open question.

Thinking is a product of social and historic development. Thinking, as well as consciousness, carries social and historic social and historic character. In cognition of reality a man leans against the

experience accumulated by preceding generations. Experience - one of facilities of reflection of reality at the level of thinking. Thinking of everybody develops in the process of his own cognitive activity.

From a physiological side the whole bark of large hemispheres of cerebrum takes part in realization of thinking.

Under the action of external irritants the separate areas of bark (analyzers), perceiving light, color, become excited simultaneously, sounds etc. Between them there are difficult temporal nervous connections (associations). These nervous connections in the process of repeated irritation get specified, fastened become physiological basis of more or less exact and correct knowledge about the outer world. For example, temporal nervous connections are established a between the analyzers of colour, weight, taste, smell, touch of the lemon surface.

Cogitative activity prefers active co-operation to the first and second alarm systems of brain. Thus the second system leans against the first. I.P. Pavlov called words "generalized irritants".

The generalized of cognition, characteristic for thinking, is possible only due to unity of thinking and speech. Every idea must be clothed in a form. This form is a word. All that common that we reflect in the groups of objects or phenomena in the process of thinking, is a word.

Thus, thinking process difficult analytical and synthetic activity of bark of large hemispheres of cerebrum is the basis of on the whole, but not some his separate areas. Exactly in a word possibility of

generalization and mediation of objects and phenomena and establishing connections that consist between them.

2. Operations and Thinking Forms

Meaningful components of thinking. The man cognizes the surrounding world with sense-organs and in a logical way. The knowledge got in the process of perceptible cognition exists in consciousness of man as characters of the phenomena that he perceives. The knowledge got as a result of logical cognition exist as concepts. Concept knowledge is a result of the mediated reflection of reality; plug in itself common and substantial about a certain object. Distracted from a form, sizes and other signs, we save that is substantial for this object only.

A concept differs from presentation that presentation is always an image, but concept is the idea shown in a word. Substantial and unimportant signs are joined in presentation, but in a concept only substantial ones exist. **A concept has a general character.** Concepts for all people are identical, except for those that reflect positions of people of different public classes.

Judgement either asserts or denies anything. Abstraction plays a large role in the process of cognition. For example, it is impossible to perceive velocity of light because it is beyond perceptible cognition. Judgement anything asserts or denies. Abstraction plays a large role in the process of cognition. For example, it is impossible to perceive velocity of light because it is beyond perceptible cognition.

At abstracting essence of things and phenomena is reflected and reality is perceived in more depth. To operate in form judgement and deduction means to think. Judgement is expressing something about anything. Judgements are affirmative, negative, and general, private, single. There are judgements in that connection is specified between the phenomena. The different degree of independence of judgements depends on knowledge and ability to judge independently.

Deduction is a difficult form of thinking, that consists of education from a few judgements of new judgement, id est conclusion of one judgement from other. New judgement speaks out on the basis of present judgements.

There are two types of basic deductions:

1. Inductive. It is a transition process from single, private judgements to the general one.
2. Deductive judgement is a transition process from judgement expressing a general, to judgement expressing the special case, i. e. from general to partial. Deduction leans against before incarnate induction. Deductions are by analogy and others.

Operating components of thinking are the system of cogitative operations: analysis, synthesis, comparison, classification, abstracting, generalization, systematization.

Every operation in the process of cognition executes a certain role and is in a wheel within wheels with other operations.

Analysis is a division of unit to pieces, extraction of separate features, parties of unit. An analysis is a division of unit to pieces, extraction of separate features, parties of the unit.

Synthesis serves as the means of association of separate elements that is distinguished as a result of analysis.

By means of **comparison**, likeness and distinction between separate objects are set.

Abstracting serves for extraction of one features and distraction from other.

Generalization is the means of association of objects or phenomena on their substantial signs and properties. Generalization is the means of association of objects or phenomena on their substantial signs and properties.

Classification is sent to the division and subsequent association of objects on some grounds.

Systematization provides a division and subsequent association, but separate not objects, as it takes place during classification, but their groups and classes.

All enumerated operations can not show up isolated from each other, and only in close intercommunication. Each of cogitative operations is examined as a mental action, activity of the human thinking. Intellection of man can be sent to recognition of one or other objects, on their transformation, on control of this transformation. And in every case the decision of cogitative task will come true differently.

The decision of the cogitative task usually takes place in four stages: origin of problem, construction of different hypotheses of possible decision, realization of decision and his verification.

Depending on the intellection style of the man and availability for him of maintenance of task her decision can come true of different ways.

The least typical or, in any event, the least desirable, there is a method of tests and errors. At this method usually there is neither clear enough realization of task nor construction of Purposeful verification of different hypotheses. Therefore this method, as a rule, does not result in the accumulation of mental experience and is not the condition of mental development of man.

As methods the decisions of cogitative task, that not only provide more rapid being of answer but also are the terms of mental development of man, can be adopted such, as the passive use of algorithm, purposeful transformation of problem specifications, active application of algorithm and heuristic methods of decision of task.

On all stages of the man's making decision the internals of mind show up in the choice of decision method of the cogitative task.

Intensive research of process of decision of cogitative task a man is one of major problems of modern psychology in general and to pedagogical psychology in particular. Intensive research of process of decision of cogitative task a man is one of major problems of modern psychology in general and to pedagogical psychology in particular.

In the plan of general psychology this problem presents large interest, as gives an answer for a question about possibility of design of different psychical functions with the subsequent allotting some of these functions of machines. Work in this direction, undoubtedly, is needed and useful, however it is necessary to mean that is substantial

quality features of process decisions of cogitative task, specific for a man. These fundamental differences consist in the socially-historical wild of man, in activity of his consciousness, in existence of certain unity of intellectual and emotional moments of cogitative activity of man, in possibility to give decisions on the basis of incomplete data etc.

However, capturing a sum and system of mental actions, a man gets possibility independently to purchase all new and new knowledge.

3. Types of Thinking

Depending on maintenance of the decided task in psychology distinguish three types of thinking: practically-effective, evidently-vivid and verbally-logical.

Practically-effective is such a type of thinking as a result of that a cogitative task decides directly in the process of activity. It one of early types of thinking, with him development of thinking was begun for a man in the process of origin of labour activity. This type of thinking is irreplaceable at the decision of practical task in the process of activity. This type of thinking constructing of the best variant of building can exemplify on a layout by manipulation by installments.

Evidently-vivid is characterized by that maintenance of cogitative task is based on vivid material. A man, deciding cogitative tasks, leans against perception or presentation, analyses, compares, summarizes different characters of objects, phenomena, events. A value of the evidently-vivid thinking is in that it allows to the man

repeatedly and diversely to reflect objective reality. Development of this type of thinking in the process of activity and educating must plug in itself tasks, requiring operating characters of various degrees of generalized, direct image of objects, their schematic image and symbolic denotations.

Verbally-logical thinking. The feature of this type of thinking is that a task decides in a verbal (verbal) form. Using a verbal form, a man operates abstract concepts; sometimes such that does not have direct vivid expression in general. This type of thinking allows setting the most general conformities to law, qualificatory development of nature, society and man. By means of word a man not only designates but also summarizes different vivid material, practical actions, in too time a word never can exhaust all riches of character, pass all plenitude of practical actions of man. Due to this type of thinking we seize concepts, their systems, understand conformities to law of one or another science. In practical cogitative activity of man all types of thinking are indissolubly associate and can pass one to other.

4. Intellectual Features of Thinking

An ability for thinking is formed in the process of development of man. A cerebrum reflects the real reality coming from the features of personality. The intellectual features of personality substantially show up at advancement and verification of hypotheses. At the decision of hypotheses a not insignificant value has an experience, level of

development of independence, initiativeness and other personal internals.

In researches, conducted by J. Bruner, four types of advancement, verification and decision of hypotheses, are described.

1. Formulation of all possible hypotheses and their successive verification with the exception of false.

2. One hypothesis is formulated checked up only; if it appears that she - false, then the following is pulled out and checked up.

3. Attempts are undertaken without advancement of hypotheses by chance to blunder upon a faithful decision.

4. Venturesome search of decision, unsystematic of actions, when simultaneously checked up a few, sometimes even mutually exclusive, hypotheses.

At the decision of cogitative task, special, sometimes difficult role, feelings play. Idea lighted up by sense, deeper. The special place is occupied by volitional internals i. e. a degree of confidence is in the rightness of select profession. Yu. N. Kulyutnin and G. S. Sukhotskaya suggested three variants of making decision: impulsive, balanced, and careful. The corresponding internals of personality stand after each of them. A process of decision of task is cognitive activity of personality, those internals that belongs to certain personality shown up therefore.

The internals of mind of man are related to the different types of thinking. Predominance of one of types of thinking is the generalized description of certain internals of mind of man. The second general quality description of mind of man is related to the features of

correlation of rich in content and operating structures of thinking. In psychology the next internals of mind are distinguished: depth, breadth, flexibility, criticism, independence and others.

A depth is ability to go deep in essence of question, unseal reasons of the phenomena, foresee far going consequences.

A breadth is a scope of wide circle of questions, ability to think creatively in the different areas of knowledge and practice. The authentic breadth of mind is related to the specification, ability to overcome not only all circle of questions or question on the whole but also material private points.

Flexibility is ability to change the set decision, if it appeared wrong, to find the new ways of research, article of reflections, taking into account the concrete situation of actions.

Criticism is ability of man to estimate the intellection from the critical point of view.

Independence means that a man sees a question, requiring a decision and finds an answer for him. Independence is related to criticism, does not yield to influence of stranger ideas.

Self-criticism is a characteristic feature of critical mind.

A critical mind is an orderly mind. In such mind pre-conditions are stopped up for creative, innovative activity.

Combination of different internals of mind, their steady display at the decision of different tasks characterizes style of intellection of man.

Guidelines

The primary purpose of studying the topic "Thinking" is intercommunication of this topic with the knowledge that students got while studying the previous topics, especially topics of "The subject of psychology", when description of psychical reflection was given. Based on general description of the man's cognitive activity, it is necessary to take into account the personal plan of this activity.

Studying the process of concepts and methods forming of cogitative task decision, it is necessary to understand that every act of thinking is a knowledge unity, mental actions and certain attitude toward intellection. Only in this case it is succeeded to realize that "it is not thinking that thinks ", and a real living man, for any activity of that unity is characteristic intellectual, volitional and emotional.

Self-Control Questions

1. What is thinking? Analyse thinking connection with other cognitive processes. Expose, why does thinking play a leading role in the man's cognitive activity?
2. Describe the process of understanding and its stage. What terms will understanding be most successful?
3. Explain what mental actions and operations. Investigate the features of every type of mental operations.
4. Describe a concept as a form and product of cogitative activity. Analyse the process of mastering of concept.
5. Understand the psychological features of judgements and deductions. What are deductions?

6. Analyse the process of decisions of tasks. Define and describe each of the stages of this process.
7. What are the individual features of thinking characterized?

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SPEECH AND LANGUAGE

Studying this topic it is necessary to pay intent attention to that fact that speech as well as the language, there is the public and historical phenomenon arising up in labour activity of people from a requirement in a communication. The fundamental role of language in existence of consciousness was underlined by Karl Marx and Frederic Engels: "Language is as ancient as well as consciousness, a language is the practical existing for other people and only the same existing and for myself, actual consciousness and, like consciousness, a language arises only out of necessity, from the insistent necessity of intermingling with other people". *A language, as specific form of reflection of reality, designates objects and phenomena a word.

1. Concepts about Language and Speech

A language is the objectively existent phenomenon in spiritual life of society. A language is the system of signs, means of intercourse and instrument of idea. A language includes words with their values in a syntax (set of rules on that suggestions are built). Facilities that a language is built from are phonemes (spoken language) and graphemes (written speech). Words and sentences are built from graphic signs and sounds where human experience is kept and passed.

The grammatical and logical categories of the language are associated and interconnected. Logical categories are conditioned categories. In the vocabulary of the language knowledge about the world of concrete community of people is saved. "A language is a

museum of idea”. Language as the phenomenon of spiritual culture can come forward the monument of disappearing civilization, society creating this language can outlive. A language, that is not used for a speech communication, but exists in writing sources, is named dead. The vital values created by previous generations are collected in a language. Seizing a language, a human child moves apart the scopes of his own cognition, becomes familiar with to the level of knowledge, attained by humanity. His personal experience that is passed to surrounding is filled up in words and fastened. In a communication a man uses only a part of the language means. A language, as vocabulary, contains not how many hundred thousands of words. But even in the language of great writers the vocabulary is relatively small, and counts from 10 to 20 thousand words.

Speech is a process of communication by language means. Psychology studies speech, but not the language. In order to understand what the difference between the language and speech is, it is necessary to consider the row of aspects of gradual mastering the language as an infant and a child.

The first aspect is the development of phonemic hearing and forming of phonemes pronunciation skills of the mother tongue. Its beginning is related to babbling – the first speech signal, then – crying and screaming during the third month of life. This process intensively flows to the teens together with the sensory processes of development of personality.

The second aspect is mastering the vocabulary and syntactic rules. It begins with the second year of life, when a child starts

pronouncing separate words. Since the age of three mastering both syntactic and grammatical word form is developing. By the age of seven practical mastering ends with the rules of the spoken language.

The third aspect is a capture by the semantic form (by semantics) of language. Most brightly shows up in the period of the school educating in teens, when a world view, higher feelings, arbitrary behavior, is formed.

2. Physiological mechanisms of speech

The physiological mechanisms of speech are accomplished in the second alarm system as difficult co-ordination of many groups of nervous cages of cortex. Accordingly in the bark of the left hemisphere there are three centers of speech: auditory, motive and visual. They allow to perceive audible, to read written and to pronounce words and sounds. Work of these centers is united by activity of cortex on the whole.

I. P. Pavlov named words the "generalized irritants" that on the force does not go to no comparing to the irritants as characters of objects or phenomena. It means that a word will transform characters of objects and phenomena in the generalized concepts and allows stepping back from the concrete varieties of this concept.

Speech is related to all parties of consciousness. Everything that is reflected by a man in feeling and perception, presentations, memory and imagination, is designated by words.

In speech, man's feelings, his attitude is reflected toward surrounding. It is especially important to pay attention to students'

connection of speech with thinking. Speech arose up together with thinking in labour activity and develops in unity with thinking. It is the sphere of idea existence. No generalized knowledge would be possible without words. A man can think about the groups of objects or phenomena, having general signs, about connections existing between them, disengaging oneself from concrete, single, and only using words in their generalized values. Even when an idea arises up in a character form, it executes the function of thinking because speech carries in itself the generalized semantic maintenance. The fact that violations of speech activity of large hemispheres leads to disorder of speech and thinking justifies the unity of thinking and speech.

Speech is related mainly to the left hemisphere cerebral activity. In the oral speech the main role is played by a lower frontal bend (Brock's center), speech perception by hearing is related to the overhead temporal bend activity (Vernike center).

The right hemisphere is responsible for a musical ear, identifies the unit by its part, perceives spatial relations, and operates concretely in real time. System of temporal nervous connections, that appears in the cortex of man under influence of speech, on the studies by I. P Pavlov, is the second alarm system.

3. Speech Functions

A word always carries the semantic loading, i. e., if to report something, a word must designate, name an object, its action or state. This function got the name of **significant**. This function distinguishes human speech from animals' communications. In other words this function is named **the function of denotation**.

Human speech differs from the sounds produced by animals, exactly by the fact that words have subject values. People can communicate by means of words only because every word is clear for them.

The second function of speech is generalization. A word contacts the function of generalization with thinking, where speech is the form of existence of idea adequate for abstract and logical thought.

The third function is a function of communication – transmission of knowledge, relations and feelings. This function comes forward as the higher speech behavior sent to co-operating with other people. In a communicative function distinguish three sides: informative, expressive and wiling.

An informative side shows up in the transmission of knowledge and is closely related to the functions of denotation and generalization.

An expressive or expressive side is related to feelings transmission and talking relations to the object appeal. Will (impression) is directed to on the direct submission of actions of listener intention of talking. A. S. Makarenko pronounced the same expression "go here" along with twenty different tints, feelings, ideas and relations showed up in that

4. Speech Types

In psychology two forms of speech are distinguished: external and internal. External speech includes a few types of speech: verbal (dialogue and monologue) and writing.

In the process of historical development these speech forms gradually developed: external speech: at first – verbal, then – written, and internal. They differ from each other in structure, and the structure is determined by the functions of speech types.

Speech properties of man do not exist in itself – the features of personality are reflected in them.

So, dialogic speech is the most ancient type of speech. A dialogue is this communication of two and more than persons. It is an exchange by remarks concerning what is going on at the moment. It most about covey form of speech, supporting, as it is possible to put the leading questions and make off the other man's idea of it.

A dialogue is conducted at the emotionally-expressive contact of talking, influencing on each other gestures, mimicry, intonation of voice and watching the discussed object. A dialogue carries situation character often.

The thematically directed dialogue is named conversation.

Monologue speech is this exposition of the system of ideas protracted and successive, coherent, knowledge by one person (report, story etc.). The primary form of monologue was a verbal story. Monologue speech is called to wake up an idea, come to the heart of listener. Monologue speech is difficult speech.

Monologue speech in all its forms requires careful preparation.

Written speech appeared later than verbal. The first attempts of written speech to pass events were reflected in pictures. This stage in development of letter began to be named ideographical speech. Later there was a hieroglyphic letter. In hieroglyphs – signs of objects – likeness with objects is lost. Hieroglyphs designate objects, whole ideas and unconnected with the spoken language people communicate by means of that.

Type of letter that we use now is named alphabetic and is closely related to the spoken language: phoneme (sound) is designated by a grapheme (by a letter). The invention of this letter is added to the Phoenicians. Written speech is turned to the wide circle of readers, it opens boundless horizons of attaching to the world culture in front of a man.

Internal speech is such speech that is not sent to intermingling with other people. Internal speech is conversation of man with himself. Originally it was described as a "voice of conscience". Thinking flows in internal speech.

Internal speech is divided into the internal saying and actually internal speech. Internal speech was formed on the basis of external. Translation of external speech in internal we can observe with a child of about 3 years old, when he begins to speak aloud with itself.

Internal maintenance of personality, riches and depth of knowledge, sharpness of idea also show up in speech. Such character traits, as sociability or reserve, confidence or timidity, deference,

insolence, and many others, come to light in maintenance and features of speech.

Speech properties of personality. Due to speech we hear about the orientation of personality, his interests, necessities, and persuasions. In speech properties thinking features are reflected. The conceptual thinking is related to generalized speech, with logical, but not imaginative, evidentialness of reasoning. Speech properties of personality depend on tasks, to the decision of that cogitative activity is sent. A large value in activity has style of speech; it is closely related to the orientation and culture of man. A few styles of speech are distinguished. Among that, as high, it is possible to name figuratively-emotional: it is a cleanness of language, exact transmission of idea without the words of scientific terminology, vividness of expressions. Second style is named scientifically-business. For it the use of scientific terminology is characteristic. Third is the most subzero style of speech is the unorganized colloquial style. It is characterized by inaccuracy of words, expressions and words-weeds. Therefore due to the specific of activity for a man certain style of speech is formed.

The morally-volitional internals of personality show up in speech. Estimating conversation, we can define how a man spoke: convinced, confidently, uncertainly etc. An important moment is volitional self-regulation of man. A future practical psychologist, teacher, is important to pay attention to the speech: to enrich a dictionary, labour for a cleanness and rightness of style of language, produce for itself

exact, logical and expressive speech. It is no less important to bring up in itself ability and habit attentively to listen an interlocutor.

The type of higher nervous activity, temperament, is expressed in a rate speech, her rhythm, riches of intonations, emotional colouring. Conviction, orientation of personality, showing up in force, opens up in speech of man, to logic of proofs during the argument, at exposition of the ideas.

Rate of speech, force of voice constrained with force an excitative process, and emotionality is usually accepted by psychologists for the index of temperament.

The permanent aspiring to perfection of the spoken language becomes the leit-motif of psychological and pedagogical activity now. It is needed to induce a man more often to speak out, students – to speak out on employments, because for them an idea is constrained by imperfection of speech, not rich vocabulary. They need constantly to suggest repeating, retell separate positions, rules, formulation of laws and other, to recommend as many as possible to read and retell read aloud. It is needed to induce insistingly to seek out necessary words, construct such suggestions in that the order of words will be comfortable and will cause satisfaction.

Guidelines

In the process of studying the topic it is recommended to pay attention to distinctions between the concepts of "language" and "speech". A language is historically formed in the process of development of human society as means of intercourse between people. Speech is a process of communication of people with each other by means of the language. In speech of every person not only the generalized values of words but also relation of the man himself to the object of speech and interlocutor are reflected.

It is foremost necessary to master:

1. Distinctions between the concepts of "speech" and "language".
2. Which is the fundamental role of the language in forming consciousness?
3. To define the role of speech in the man's psychological activity and forming of his personality.

It is further necessary to memorize, that speech is always individual, she can be laconic, compressed or rich depending on ability of man to use language means in the speech activity. Development of speech consists in a capture the prepared, historically folded dictionary fund and grammatical norms of the mother tongue, in ability by them to use for expression of the own ideas outspoken by other people.

Except it, knowledge of descriptions of every type of speech are needed, depending on the terms of speech communication of people

with each other, that allows to affiliate between functions and types of speech.

Self-Control Questions

1. Concept about speech and language. What is common between the language and speech?
2. Communication and basic functions of speech.
3. Physiological mechanisms of speech activity.
4. Types of speech and their description.
5. Development of speech in the process of life and educating.

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EMOTIONS AND FEELINGS

Studying this topic you should pay attention to the fact that emotions and feelings are one of displays of reflecting human psychological activity.

The specific of reflecting function of feelings consists in the fact that if by means of cognitive psychological processes the varied objects and phenomena, their different properties and internals, and also various relations and connections, are reflected between them, then in emotions and feelings a man shows the attitude toward maintenance of cognition.

Emotional life, human feelings – grief and gladness, anger and suffering, love and hatred always attracted attention people, because it is the substantial line of personal behavior in the different life circumstances, in the relationships with environment and society.

1. Concepts about Emotions and Feelings

Feelings and emotions always depend on the reflected objects, the man's original (personal) relation of not only to surrounding reality but also to himself. The world of feelings and emotions builds and varied. Originality of emotions and feelings is determined by necessities, reasons, and aspirations, features of will and character of man.

Emotions are the elementary experiencing (states), qualificatory attitude of man toward his biological necessities. Necessities can generate to the emotion undoubtedly reflex character (hunger, thirst

etc.). And sense is attitude of man toward the world, people with that he intermingles, to the objects, things, to the color, to the sound, smell, form. All of it causes an emotional response, experienced as the tense psychological state.

Basic functions of emotions and feelings. Feelings perform the two duties: alarm and regulative.

The alarm function of feelings is expressed in that experiencing arise up and change in connection with what be going on changes in an environment or in the organism of man.

The regulative function of feelings is expressed in that the proof experiencing direct and support our behavior, and a man overcomes barriers meeting on his way and interfering with activity.

The regulative mechanisms of emotions can reduce surplus of emotional excitation or vice versa, can assist its growth. Emotions attaining extreme tension can outgrow in such processes, as a secretion of tear liquid, because there is reduction of respiratory and mimic musculature and man begins to cry, but no more than 15 minutes. This time it is enough, to discharge surplus tension. Knowledge and being informed of personality take off emotions and change the man's behaviour.

Human emotions and feelings are accompanied by mimicry, motions of muscles of body, gesticulation. These expressive motions are talked about expression by personalities and perform the alarm duty. Voice and mimicry influence a man on certain style, on an atmosphere in intermingling with an interlocutor. The older the man

is, the richer is his experiencing, and the more difficult forms of their expression are used.

Mutual relations of feelings and emotions. Emotions and feelings do not exist isolated from each other and from such psychological phenomena as feeling, perception, memory; presentation i. e. does not exist out of cognition and activity of man. Feelings are formed and develop on the basis of emotions. Emotions arise up at satisfaction or dissatisfaction of requirements in a meal, dwelling, sexual necessities, necessities in sleep. Feelings are accompanied by emotional tone and expose unity of sensory and emotional organization of man. Emotions are inherent to the man and animals, but the emotions of man differ from the emotions of animals. On the emotions of man the imprint of social way of his life is laid on. Emotions show up and as an emotional mood is in a communication. Through attitude of man toward other people for him attitude is formed toward to itself as to the man and as to personality. Satisfaction of necessities that arise in the process of human history has formed human feelings. They arose up in the process of activity of man and in turn had influence on activity.

Feelings are attitudes toward the world, they are inherent only to the man. Feelings embrace the vast sphere of human psychical life: sense of patriotism, sense of mother's love to her child, man's love to the woman etc.

2. Basic Characteristics of Emotions and Feelings

Flowing of feelings is characterized by tension and changing him permission. It takes place in a dynamics through certain phases.

Qualitatively the various feelings and emotions (love, anger, dread of and other) can be both positive and negative or indefinite (by an orientation). The indefinite emotional experiencing arises up in a new unknown situation in default of experience in relationships with the surrounding world or at an acquaintance with the new articles of activity. This state is not protracted and steady.

3. Physiological Bases of Emotions and Feelings

The leading role in emotions and feelings is executed by the bark of large hemispheres of cerebrum of man. Cora renders braking influence on under-bark centers and manages them. The emotional experiencing is conditioned by nervous excitement of under-bark centers and physiological processes what be going on in the vegetative nervous system. Under-bark renders positive influence on the bark of large hemispheres, coming forward as a source of force. Emotional processes cause changes in the human organism: to cardiovascular activity, in the organs of breathing, in the organs of digestion, a pulse, blood pressure changes, there is going, turning of person red pale etc.

The newest researches of functions of reticular or net-like structure unseal arousal influence of under-bark on emotional life of man. Excitation from receptors goes to the corresponding zone of analyzer on the special way. Electro-physiological researches found

out yet the second, not specific way - through a reticular structure. In it nervous stimuli act from sense-organs. After processing signals are sent in the large hemispheres of cerebrum. A reticular structure comes forward the accumulator of energy, able to lower or promote activity of brain, brake answers for an irritation. Emotional tone of man, the reactions of his displays depend on the state of reticular structure. The second alarm system influences on flowing of emotions and feelings.

4. **Feeling Types**

Feelings are various and many-sided. In psychology distinguish the next feelings on maintenance: moral or moral, intellectual or cognitive and aesthetic.

The moral feelings are emotional attitude of personality toward leading to of people and own. The moral feelings carry social character; have social meaningfulness, complication and many-sided nature of display. To the moral feelings we can refer such feelings as liking, antipathy, attachment, estrangement, respect, contempt, love rush about, hatred of and other These feelings are conditioned by a world view - system of looks and persuasions of man.

A feature of the moral feelings is in that they carry effective character, they will be realized not only in ideas, thoughts, experiencing, but also in active activity.

Conscience is an emotional self-appraisal of acts, original function of moral sphere of personality, expression of moral consciousness of man.

The intellectual feelings are experiencing arising up in the process of intellection. To them belong: curiosity, surprise, confidence in the rightnesses of decision of task and doubt at a failure, sense new, propulsive to the search of more thorough knowledge etc. Senses of humour, irony, sarcasm also belong to the intellectual feelings.

The aesthetic feelings arise up and develop at perception and creation a man wonderful. The wonderful brings over to itself, and than deeper man gets to this wonderful, the completer understands him.

Passions and fascinations. Feelings are classified not only on maintenance but also on force. On force of aspiring to the object passions and fascinations are distinguished. Passions are name the strong, proof, protracted feelings, originative the unremitting energy sent to the achievement of single aim or article of passion. The article of passion can be different areas of knowledge and activity of man. Passions have electoral attitude toward the world. They can be positive and negative. When a man passionately aspires today to one, and tomorrow to something other, then the question here is not about passions, and about fascinations. Fascinations are peculiar to the impulsive people, quickly catch fire and go out quickly.

5. Emotional States

The emotional states are expressed in individually-typology features to personality. The typical and casual features of behavior of

man open up in them. All emotional states are subjective and causally conditioned; although a man not always clear realizes reason of the state.

A mood is a common emotional state painting separate psychical processes and behavior of man in the flow of considerable time. The sources of mood can be: activity and her results, position of personality in society, character of interpersonality relations in a collective, feel of man.

The highly emotional state (affect) is expressed in gradually increasing emotional tension of personality that can end in either the psychical discharging or strong emotional flash.

An affect is a brief reaction; stormy, extraordinarily intensive emotional discharging. An affect is characterized by narrowing of volume of consciousness, and a man can accomplish acts that would not do in the quiet state. An affect it is easy to prevent, than to stop.

Stress is such an emotional state that is caused by an unexpected and tense situation.

The stress state is caused by the same factors. Strongest stress factors it is mental stress conditions. In case of occurring of stress there is an universal reaction of excitation, at his strengthening is the common braking. For the stress state, braking of some parties of conscious activity is characteristic, errors in perception, attention, memory, inadequate reactions on unexpected irritants and revealing of some learned by heart, automated forms of behavior are possible.

Most proof negative state, extreme dissatisfaction is named **frustration**. The blockade of aspiration and not achievement of this

aspiration can result in disorganization of consciousness and activity. A man tests such emotional state before a nascent barrier that is really not surmountable, or seeming to him insuperable. Frustration arises up in the conditions of negative social estimation and self estimation of personality, when deep personality meaningful relations appear affected. Frustration can weaken and make off the psychical discharging, if right after frustration the condition is created for implementation interesting, enthralling business.

6. Emotional Features and Properties of personality

Emotional excitability, emotional impulsiveness and affectiveness, emotional stability, force, rate and rhythm of emotional reactions, emotional tone, behave to the emotional features.

All emotional features are conditioned by the type of the nervous system and noticed without the special labour. Degree of expressed of variable and hesitates from easy excitability to affectiveness. The individual features of emotional reactions show up at comparison of emotional excitability and stability. Typical cases of their correlation:

- high emotional excitability combines with strong emotional stability;
- high emotional excitability is weak emotional stability;
- low emotional excitability is strong emotional stability;
- low emotional excitability is weak emotional stability.

The enumerated features of personality form an emotionally-highly emotional sphere the dynamic side of emotional processes shows up in that in totality.

Emotional properties of personality. Impressionability and sympathy, and also those emotional internals that lay on an imprint on the psychical look of the man, behave to them.

Sympathy is one of important and socially meaningful internals of man. This is sympathy and understanding of other man's experience. Impressionability is originality of display of personality, this emotional quality, conditioned by cognitive attitude toward the subject world, to the surrounding people and straight depending on intellectual development. Between all people such natures exude: emotional, sentimental, passionate and cold.

Emotional natures are excitable natures. They are impulsive, gusty, and affective.

Sentimental people are apt to contemplativeness, they are sensible, passive, go away to itself, admire experiencing.

Passionate natures are people with seething energy, they are swift and devoted to the business, their feelings are deep and can outgrow in passion.

Cold natures are those people whose life and activity of emotions have no value. They are businesslike and live by reasons of reason.

However this description exhausts all variants of emotional displays existing in life and showing up in the psychical look of the man.

GUIDELINES

The aim of study of this theme is mastering of concepts «of emotion" and " sense". We will notice at once, that the concepts «of sense" and " emotion" are not identical. Feelings is a product of development of man in the conditions of public life, they are socially conditioned. Feelings spiritual, cultural necessities are the basis of, foremost. Feelings always carry subject character, i. e. always caused by objects and phenomena in totality of their properties, and emotions can be caused by separate properties of objects. Emotions are inherent to the man and animals. Feelings are an especially human display.

Self-Control Questions

1. Determination of emotions and feelings.
2. Nature and essence of emotions and feelings. Feelings as an original form of reflection of the world.
3. Role and value of feelings in psychical activity.
4. Physiological mechanisms of emotions and feelings.
5. Forms of experiencing of feelings.
6. Higher feelings and their общественно-историческая essence.
7. Personality character of feelings.
8. Activity on self-regulation of emotions and feelings.
9. Emotional properties of personality, what does it mean?

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TEMPERAMENT

Temperament is one of central themes in a course psychology.

Under temperament it is accepted to understand certain totality of the psychical properties appropriately constrained inter se and general for this group people. They show up in tone, dynamics and even temper of reactions on external influences. Scientific explanation of nature of temperament was given by I. P. Pavlov in studies about higher nervous activity.

1. Definition of Temperament

Temperament is necessary to understand as natural features behaviors, typical for this man and showing up in a dynamics, tone and even temper of reactions on vital circumstances.

Temperament is conditioned by the genetic features of individual and social terms.

Temperament is this individual typological personal property that shows up in emotional excitability, in energeticness of psychical processes flowing; in speed and expressiveness of motions, mimicry, and gestures, in the features of mood changing. In other words, temperament is dynamics of human psychical activity. Temperament, as well as the system of organic necessities, behaves to the primary psychical forms, characterizing the man.

Studies about temperament arose up in antiquity. Doctors Hippocrates, Halen, looking after the features of people's behaviour, tried to explain these features.

In the 5-th century B.C. the ancient Greek doctor Hippocrates considered that there are four liquids flowing in the human body: blood, mucus, black bile and yellow bile. If one of liquids prevails, then it determines human temperament. The name of the temperaments given in accordance with the liquid names has kept up to our days.

Choleric temperament originates from the word of chole (bile) sanguine – from sangius (lat. it is blood) phlegmatic – from flegma (mucus) melancholy – from melan chole (black bile).

In subsequent time, except humoral theories, chemical, physical, anatomic, neurological and cleanly psychological theories were pulled out. But none of them gives complete and correct explanation of nature of temperament.

And only I. P. Pavlov, who discovered properties of higher nervous activity, showed that innate combination of these properties characterized temperament.

2. Types of Higher Nervous Activity

I. P. Pavlov exposed conformities to law of higher nervous activity, distinguished the physiological type of temperament and set basic properties of nervous processes – excitations and braking. Properties of nervous processes consist in force, even temper, mobility. **Force of nervous processes** is a capacity of nervous cages and nervous system on the whole. **Even temper** is certain balance of processes of excitation and braking. Processes can be equal in force or one can prevail above other. Mobility is quickness of changing of one process other. Original combinations of these properties characterize the specific types of nervous activity. Most often there are four types, among that Pavlov distinguished three strong and one weak.

Types of nervous activity:

As a result of these researches the following typology was distinguished:

1. The strong, unstable type of nervous activity is characterized by the strong process of excitation and less strong braking (choleric type of temperament).

2. Strong balanced. Process of excitation by the balance process of braking, movable (sanguine type of temperament).

3. Strong balanced, inert. Visually quiet “solid” (phlegmatic type of temperament).

4. The weak is characterized by the weakness of processes of excitation and braking, small mobility (by sluggishness) of nervous processes (melancholy type of temperament). These types are general

for animals and man. Among the indicated types there is a variety intermediate as a result of the natural making or educations under influence of vital terms.

3. Temperament Types and their Psychological Description

I. P. Pavlov the type of nervous activity identified with temperament. The type of nervous activity it is necessary to consider making of temperament. In researches of B. M. Teplova and V. D. Nebylitsina were open new properties of the nervous system: dynamic quality and labiality. Dynamic quality determines speed and lightness of making of positive conditionally-reflex connections (dynamic quality of excitation) and speed of making of negative connections (dynamic braking quality). Labiality determines speed of origin of excitant or braking processes. Thus, set of properties of the nervous system and their combinations, temperament depends on that, as a result of new researches was extended.

Psychological properties of temperament and physiological properties of the nervous system are closely associated, and this connection is multiple-valued. On the same property of the nervous system a few different properties of temperament depend and vice versa - one property of temperament depends on a few properties of the nervous system.

Psychological signs distinction of types of temperament goes on that following:

- Level of activity and capacity.

- Feature of communicative or social contact.
- Degree of adaptability to the changing terms.
- Level of emotional tone and mobility.

Psychological description of temperament types is determined by the following basic properties: sensitivity, reactivity, activity, correlation of reactivity and activity, rate of reactions, plasticity, rigidity, extraversion, introversion, and emotional excitability.

A temperamental person (choleric) is characterized by a hypererethism, mental instability of behaviour, quick temper, and straightforwardness, energeticness in activity, recurrence in-process and enormous exhaustion of forces, that causes a dismal. Except it a temperamental person has lowered sensitivity, high reactivity and activity, rigidity, extroversion, hyperemotivity, speed-up rate of reactions.

A sanguine is a man of productive labour, when interest is in business; interest disappears, and he becomes languid. For him high mobility, easy adaptation, is characteristic to the changing terms of life. Sociable, emotional, optimistic, witty, a new grabs quickly, easily commutes attention.

A sanguine has lowered sensitivity, high reactivity and activity, even temper, plasticity, extroversion, hyperemotivity, speed-up rate of reactions.

A phlegmatic person is a quiet, balanced and persistent worker during his life; he has some sluggishness of nervous processes. He is fairly sociable, does not spend forces in vain, unhurried, sound, permanent. The lacks of phlegmatic person are a sluggishness and not

mobility, time is required him for loosening and switching of attention. In addition, for him lowered sensitivity, hypo responsiveness and high activity, rigidity, introvertiveness, lowered emotional excitability, slow rate of reactions.

A melancholic person is characterized by high emotional sensitiveness and high vulnerability. Melancholic persons are reserved, have a fear in near-accidents. They get excited on an insignificant occasion. In a friendly collective can be pin, successfully to surmount obstacles. For a melancholic person enhanceable sensitivity is characteristic, not high reactivity and activity, introvertiveness, hypererethism, depressed character of emotions, slow rate of reactions.

Temperament and personal state. Apart from the basic temperament types there are also mixed, but it is even more correct to talk about intermediate types. Personal behavior styles of the same man can be different depending on the states that must be taken into account at the analysis of typology features. The state is a sign of typology features of the man.

Temperament and activity. In one case the activity requires strong and rapid to the reaction, in another – smooth and slow actions, any type of activity has the rate and dynamics, and a man, executing some work, develops for itself the required internals. At first these internals either friendly to activity or brake her, but at the protracted implementation of this type of activity necessary internals adapt oneself and their displays become adequate to the requirements. Temperament affects on any type of activity, including educational.

Phlegmatic persons slowly react on a question, and it can seem that they do not know material or didn't hear the question. Haste of sanguine, impetuosity over of temperamental person can bring to rashness of answers. It must be taken into account in any shape or form to activity.

At adaptation of temperament to the activity individual approach is needed, overcoming of negative influence of properties of temperament by positive attitude toward activity and corresponding reasons, and also making of individual style of activity. It is necessary also to remember that in relation to a melancholic person neither a joke nor irony is inappropriate.

4. Interconnection of Temperament and Other Personal Properties

That, as far as a man shows the energy, his ability to addict to some business, even temper in behavior, flexibility and dynamic quality in relations, lightness of contact with surrounding, talks personalities about quality features, about her possibilities that affect on labour activity and behavior of individual.

Temperament and relations. Analyzing personal behaviour, it should be noted not only the temporal states but also steady relations, character of personality on the whole. Behavior of personality within the framework of temperament can be determined by the relation of man that masks or mutates natural for this temperament displays. Force of reaction, degree of mobility and even temper depend on character of relations of man to the task or to other person, producing

requirements, and depend on necessities, interests and orientation of personality.

Temperament is related to the culture of behavior. A man builds the behavior in accordance with the moral accepted in society. The excited temperamental person takes oneself in hand and does not show lunges in an address surrounding him people, not to injure them. All people have different temperaments, but exactly a culture determines equality and delicacy of behavior, dignity of personality, that is determined by the moral breeding.

A not insignificant value has connection of temperament with will. Will allows the personality to seize properties of temperament and in corresponding situations to subordinate them. Will allows the man to reduce impulsiveness, restrain emotions, and in the end a natural dynamics meets with the volitional rhythm of behavior.

5. Display of Temperament in the Child's Age

Display of temperament in pure form it is possible to look after in early child's years. During life there are quality transformations of structure of personality, and as a result of development one lines of temperament weaken, other increase, that can result in some changes in behavior. This difficult process depends on the way of life of personality, from the terms of education and activity. What a child becomes older, the more difficult his relationships with the world, the anymore he tests influences of this world; there is a change of temperament, that mask as though. Development of temperament is at higher level explained yet and by that his properties are closely case-

bound with the internals of character, therefore the displays of temperament set to the character traits and vice versa.

GUIDELINES

At an acquaintance with this theme the special attention it is recommended to turn on that knowledge of temperament, reflecting the features of a bear organization of the nervous system and influencing on flowing of psychical activity of man, it is necessary to take into account in practical work. It is thus necessary to mean that at any type of the nervous system, i.e. at presence of any temperament, it is possible to produce, bring up all necessary positive lines of personality and behaviour; – temperament will only give the known originality these lines.

The primary purposes while studying the topic of "Temperament" are:

1. Acquaintance with the theory of temperament and his physiological bases.
2. Acquaintance of students with the methods of diagnostics of temperament on individual psychological signs.
3. Acquaintance with the methods of adaptation of types of temperament to the requirements of activity.

Self-Control Questions

1. Temperament and its physiological bases.
2. Types of temperament and their psychological descriptions.
3. Methods of temperament diagnostics.
4. A role of temperament is in labour and educational activity of man.

5. Temperament and individual style of activity.
6. Ways of adaptation of temperament to the requirements of activity.

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CHARACTER

Proceeding to the study of this topic, it is recommended to pay attention that, according to the studies by I. P. Pavlov, usual human behavior is the system of firmly gaining a foothold return reactions of man on repeatedly repetitive influences of social environment or dynamic stereotype.

People differently behave to the surrounding world, to other people, to the collective, to itself - and it is differed this from each other. This relation is expressed in personal behavior and acts.

1. Character Concept

Character is this originality of storage of psychical activity, showing up in the features of social behavior of personality and first of all in attitudes toward people and to itself. Character is this integral education including various psychical properties of personality. However morally-volitional internals social behavior and activity of man depend on that have a decision value in character. Besides, in character of every person it is possible to see unity or totality of steady dynamic properties.

K. Marx and F. Engels is said that "if circumstances this individual lives in that do for him possible only one-sided development of one some property due to all other, if they give to him material and time for one development only of this property, then this individual and can not go farther than one-sided, ugly development" *.

In psychology character is not considered to be innate, but the features of nervous activity affect on the displays of character and on the process of forming of separate character traits. The cardiovascular system influences the character, digestive and endocrine systems. In its turn appearing character traits influence the display of natural properties of personality. Consequently, from the natural-science point of view character is an alloy of lines of type of the nervous activity and vital impressions, fastened as certain temporal nervous connections in a cortex.

Character has expressive signs, and it is reflected not only in acts and actions but also in speech, mimicry, gesticulation, to the posture etc.

Character lays on an imprint on all appearance of personality. Wrinkles on face are not only the result of age, but investigation of primary motions of facial muscles. A smile can be for all people different: one smile with eyes, the others – with the whole face. Eyes express the features of character and temperament, character is reflected in a typical pose, gait and other features of personality.

Character influences on the way of life of man, as well as the way of life influences on character. In addition, character matters for society, because the mood of everybody is determined by the internals of characters of individuals. People with sunny disposition create optimal terms for work and rest of everybody.

2. Character Structure

Character is the integral unit, the system of personal properties, being in certain attitudes toward each other. To define the character structure it is necessary to distinguish basic components and specific lines in their difficult co-operation.

In the structure of character scientists distinguish maintenance and form. Psychologists consider a moral orientation the rich in content, **leading side of character**, i. e. system of necessities, ideals, persuasions, interests, world views. Exactly this side of character determines the features of relations of man to the public phenomena, to itself as personalities; the choice of vital aims stipulates and determines the methods of their achievement. The methods of display of relations, gaining foothold emotionally-volitional features of behavior, temperament, are expressed in the different forms of character. People differ from each other on habits, manners of behavior.

In the character structure they distinguish:

1. Persuasions that are a leading component in the structure of character. Conviction determines fundamentalness of behavior of man and shows up in such lines as demand, optimism, and purposefulness.

2. Necessities and interests. Depending on that, what necessities and interests prevail for a man, there will be character. Spiritual or material necessities and interests can prevail and publicly-whole and active character will show up in this connection.

3. Intellect. It is foremost formed mental qualities. For activity it is not indifferent which kind of mind it is – practical or theoretical, whether possesses flexibility. Habits of mental work: an assiduousness, regularity of and other, - fastened in behavior, become the lines of personality.

4. Will. The cornerstone of the formed positive character is morally-volitional personal internals. Volitional character is certain, permanent, hard, independent, getting things done character.

5. Feelings. They are the index of quality features of character. The display of feeling depends on the degree of development of volitional self-regulation of man and from development of socially-ethic brakes. A man can behave to reality passionately or with a cold reasonableness.

6. Temperament is natural basis of character, shows up in ability to execute that or other works.

Important pedagogical conclusions follow from conformities to law of character structure - bringing up is possible only whole system of associate properties, but not separate character trait. Thus one of major terms of education of such system is this forming of the central cored relation of the personality.

3. Properties of Positive Character

Depending on character properties one or another line of behavior is shown up for a man. The amount of lines is great and much more figuratively. Among them it is possible to distinguish basic groups. To them behave:

- moral (sensitiveness, attentiveness, delicacy);
- volitional (decision, hardness, persistence);
- emotional (quick temper, passion, tenderness).

It is clearly possible to define basic synthetic properties of positive character. Many internals of personality are synthesized in synthetic lines. Between them the following exude: moral breeding, definiteness, force and even temper.

The enumerated properties of character are in difficult, and sometimes and in contradictory correlation. For example, the scaleness can combine with superficiality and sparseness. Plenitude, wholeness, definiteness, force and other properties of character, are not a gift is the result of education and self-education.

4. Influence of Environment and Education on the Features of Character

Character of man develops type-based nervous system, under influence of environment, practical activity, by education and self-education.

At the analysis of ways of forming of character it is necessary to subject to criticism of biological and sociological theories as helpless in pedagogical activity. In a question of education of character it is necessary to do an accent on the value of social environment, marking the large value of both wide public relations characterizing framework of society on the whole and the concrete interpersonality relations, folded in family, school, labour collective.

One can get addicted to social work, others are indifferent to it, there can be not character wholeness at the third, there can be contradiction and inconsistency in behavior. All of it talks that in life to such people requirements that did not assist making of certain attitude toward itself and acts were produced. Character on the whole and its features are formed in a collective, in the system of interpersonality relations. If in family, at school there were attentive and sensitive attitudes toward every member of collective, then positive character traits are formed. Control of behavior is very important in child's and juvenile age. That, who engages in a self-education, in life labour for large results. Character changes during life of the man. With development and change of circumstances of life, with the change of activity and requirements that is produced to personality, there is forming of character.

5. Individual and Typical in Character

Character is social historical phenomenon. It is one and the most socially conditioned components of personality. Every social epoch assists forming of certain typical character. Each of types of character changes in connection with historical development of public relations.

It is possible to talk about typical character as about substantial lines general for the known group of people. The typical characterizes both concrete individuality and other people with that this individuality divides the general economic, political and cultural conditions of life at one and the same time. The people of one nation on the way of life and habits, to dispositions and characters differ from the people of other nation.

Individual in a concrete man's character is possible to distinguish as common to all mankind, national, class and individually original lines that mutually get to each other, making whole psychological storage of personality, character of behavior of man. General conditions show up in every case in originally individual forms.

Typical and character types. Totality of distinguishing, substantial, typical features is formed type of character that reflects the typical terms of life of people.

Typical character of epoch or a class cannot exhaust the variety of existent characters of people. Therefore along with the most general type of character – a society or class representative, – it is necessary to study and types of characters of concrete groups of people more or less dividing the general conditions of life and activity.

A character type is a relatively steady structure, but it is at the same time plastic. There are a few classifications of characters types in psychology. One of them gives the following descriptions: rational people (predominance of reason, will, emotions); emotional (operate under influence of gust, experiencing); volitional (active, purposeful, active). Except basic types there are also intermediate ones.

But the most widespread is considered the classification based on the orientation of personality is fixed on the inner or external world. It contains two types: introverted (reserved, thinker) and extraverted (open, active). Apart from them it also distinguishes the types according to the degree of personal independence – conformal and independent. However moral properties of the personality are taken into account in the indicated classifications, they are considered therefore one-sided.

In any kind of activity it is necessary to take into account the features of characters, observing unity of requirements with individual approach, to observe sense of time, own dignity and conscience.

The man inheritance of healthy physical organization is also a rather significant basis for character forming.

GUIDELINES

Primary purposes while studying this topic are the following:

1. Acquaintance of students with the theoretical aspects of character problems.
2. Determination of character role in life and activity of man as the most socially conditioned component of personality
3. Acquaintance with the practical methods of study, education and self-education of character.

Studying the topic of "Character" enables to acquaint students with conformities to law of of character traits forming: tendency and his integration, unevenness of development and the phenomena of character traits, value of internal position and mental conditions as a transitional link in the change of character.

Self-Control Questions

1. General description of character as individually-original personal property.
2. Biological and social in the character structure.
3. Psychological structure of character.
4. Character and temperament.
5. Ways of education and self-education of character.
6. Properties, expressing attitude of personality toward a moral, principles and laws society lives on that, to all publicly-meaningful phenomena.
7. Properties, expressing attitude toward a collective, separate people.

8. Properties, expressing attitude toward labour and results.
9. Properties, expressing attitude toward to itself.

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ABILITIES

While studying the topic of "Abilities" it is recommended to pay attention to the individually-psychological features of personality that are the most productive condition of activity realization.

Abilities show up and develop in activity. At implementation of activity distinctions in a sensory environment, memory, imagination, motivation, options, character of people are revealed. The difficult system, original co-operation of personal psychical properties, determined by the features of implementation of activity, opens up in capabilities. It is necessary to emphasize the terms of indemnification of capabilities, to set why it takes place.

1. Ability Concept

Every activity is difficult and many-sided. It produces different requirements to psychical and physical forces of man. Ability can be defined as a synthesis of properties of human personality answering the requirements of activity and providing high achievements.

Abilities are closely related to knowledge, skills – substantially by the important components of activity. Abilities are revealed in the process of acquisition of knowledge, at a capture by skills, at forming of abilities. However, they are taken neither to any one of these elements nor to their sum. Quickness depends on capabilities, lightness of capture by activity, originality of the got results.

2. Ability Structure

Every ability has the structure, where it is possible to distinguish supporting and leading properties. For example, supporting property of capacity for graphic activity will be a natural sensitiveness of visual analyzer, sense of line, proportion, rhythm. The sensomotor internals of hand of artist, developed photographic memory, creative imagination, belong here. Due to these internals the characteristic features of life are caught, there is typification, original composition is created.

Except a structure there are yet and levels of capabilities. Distinguish two levels of abilities: reproductive and creative. Every reproductive activity includes the elements of work, and creative activity includes reproductive. The indicated levels of capabilities develop and mutate. In the process of capturing knowledge, in the process of activity the person goes across from one level to another. The high level of developing flairs is designated by the term "talent" and "genius".

3. Ability Types

Abilities are subdivided into kinds and are distinguished in accordance with orientation or specialization. In this connection it is possible to distinguish general and special abilities. General abilities are investigation of natural talent and all-round development of personality.

Special abilities are ones for practical activity; they can be structurally-technical, organizational, pedagogical and others. Special abilities are related to general or mental. In life there are many people with the high level of capabilities (scientific, literary, mathematical and other). Every activity produces certain requirements to the general and

special capabilities. So, at the analysis of capabilities distinguish more general internals (or gift) unlike special one. A gift exposes possibilities of successful implementation of a few types of activity, while the special capabilities stipulate a successful capture some activity. Every activity definitely stimulates developing general and special flairs of personality.

4. Ability Concepts

1. The theory of heredity of abilities asserts that capabilities (biologically determined properties of personality) depend on the inherited fund, and that rich heredity is possessed by the representatives of the privileged estates. The representatives of this direction assert that an environment and education do not matter for developing flairs (Galton, Koto, Walter).

2. The theory of the purchased abilities talks that abilities completely depend on an environment and education. As early as XVIII of century of Helvetia proclaimed, that by education it is possible to form genius. The American scientist Ashby asserts that genius is determined by the purchased properties and that, what kind of program was inserted into the man in the process of educating and the following life. But a basic value at forming of abilities has a capacity of man.

However, vital observations and special researches show, which natural pre-conditions of abilities can not be denied.

Однако жизненные наблюдения и специальные исследования показывают, что и природные предпосылки способностей нельзя отрицать.

3. Dialectics of the obtained and natural in abilities. This conception is shared by most home scientists, which show that natural forces, making, capabilities must have favourable social terms for their development, but it is here necessary to take into account the individual natural making.

Experiments and supervisions show that by the major factor of display, developing flairs there is methodology of educating. Using the system of the special receptions, carrying out individual approach, labour for of development musical, technical, mathematical and other capabilities for all normal children.

The study of capacities for the different types of activity unseals intercommunication of capabilities with vital position of personality.

5. Makings and capabilities

Home psychologists (Kostyuk, Kovalyov, Myasishchev) consider that makings are not only anatomic-physiological, but psychophysiological how many психофизиологические properties of personality.

Makings are defined as the primary natural basis of ability, yet not developed, but showing up at the first tests of activity. That is material basis of abilities is makings, innate morphological and functional features of human brain. Thus, the special value is possessed by the nervous system (force, even temper and mobility of nervous processes).

It is very important to educe abilities in babyhood and form them in the process of educating and education. At research of bark of large hemispheres individual distinctions are educed in the location of the

cellular fields in the bark of brain that is important for the display of capabilities. It is set also that the types of nervous activity show up as makings.

The typology features early educed for a child are makings or primary natural properties. Typology features have a many-sided value. They make natural pre-conditions of capabilities, character and have a direct relation to the special capabilities. I. P. Pavlov set a human division cleanly, coming from the alarm systems. If for a man the first alarm system prevails with the vivid reflection of reality, then he belongs to the artistic type (musician, writer). The second alarm system assists formation of cogitative type the feature of that is force of the abstract thinking. And a middle type appears at even temper of two systems, the representatives of this type combine in itself the lines of artistic and mental in an equal measure. Not only most but also genii people can behave to this type.

Inclination is the earliest sign of being conceived ability. Inclination shows up in aspiring, gravitation of man to the certain type of activity (drawing, music). Sometimes this aspiration is noticed early, and it assists development of this inclination, sometimes late or he in general is skipped.

6. Pedagogical Abilities and its Structure

According to steadiness inclination to pedagogical activity, observation, to pedagogical imagination it is possible to judge about pedagogical ability. Propensity to pedagogical activity is this internal condition of man, love and aspiring to pedagogical work. This inclination can show up already in early school years. According to the force of inclination to pedagogical work it is possible to judge about the presence of pedagogical abilities. The basic internals of pedagogical capabilities develop in the process of activity. Foremost, it is due to observation that it is possible to notice hardly noticeable changes in behavior, character of child and to forecast him. The second important quality or property is pedagogical imagination that gives an opportunity to the teacher, leaning against knowledge and past experience, to present what a schoolboy will become in the future. Except it, creative imagination provides pedagogical ingenuity, talent, and a talented teacher searches something a new always. A capable teacher actively and effectively influences on a student. His word is the means of suggestion and persuasion, and behavior – an example, ideal for imitation. To the enumerated internals it is necessary to add organizational capabilities, because a teacher must exemplify in a class collective and to find a place for every child in joint activity.

Interconnection of abilities with other personal properties. The features of man are closely related to other properties of psyche of personality. The special value is had persuasion of man. Convinced is the man collected, active, and purposeful. Love to business, fascination and conviction there is a necessary condition of developing flairs and

talent. It is known that different objects operate differently on the same person, because people cause the different on force and to character impressions for other people. Consequently, emotions and feelings are inseparable from capabilities, and force of the impressions and emotional sympathy is determined by character of object and sensitiveness of the man.

Any creative activity requires tension of forces, expenses of conations. Foremost, it is draft work that requires from the man of time, persistence, decision, self-education, independence, purposefulness, and on the whole are displays of titanic internals of will.

However, without industriousness and capabilities attaining nothing is impossible. Consequently, will is closely related to industriousness of man. Edison, estimating the role of talent and labour in the achievements, it is said that in them a 1 %% genius and 99 %% perspirations. Industriousness and capacity not only a display and developing a flair are this yet and condition of indemnification of failing links to ability (due to formation of deputizing mechanisms of activity).

Such internals as demand to itself and self-criticism are important in developing flair.

Talented people differ in versatility of the development by the wide spectrum of activity.

Scalene development at presence of natural data is basic condition of talent and genius.

Influence of abilities on personality. Storage of personality influences on a display and developing flairs, and realization of

capabilities influences on forming of psychological look of man, display of personality in activity.

And it – foremost a capture by that type of activity a man feels gravitation to and that he has natural pre-conditions.

On the base of conducted by the authors of this book of researches the reference model of personality and professional internals of psychologist was worked out as a specialist. Its using for interview with the university entrants of the Donetsk institute of social education allowed considerably perfecting a professional selection on specialty of “Psychology”.

7. Development and Forming of Abilities

Developing flairs is related to the man’s capturing material and spiritual culture, knowledge accumulated by generations. Capturing knowledge and culture takes place in the process of activity. Special role in development and forming of capabilities has a process of educating and teaching. Educating and teaching accelerates the process of developing flairs. In the process of educating a child seizes two types of knowledge: about the events of natural and public reality and about the methods of decision of theoretical and practical tasks.

Coming from two types of knowledge, levels are distinguished: level of train and level of learnability of student. The level of train talks about a certain volume and quality of knowledge, and level of learnability - about the methods of mental and practical activity, that help studying to move up in studies and labour. Accordance of these levels favourably affects on development of personality. Flairs are

developed a gradually, but unevenly. The single special sensory motor organization making supporting property of his ability appears for an individual. On the first stage of developing flair have reproductive and imitative character. On the second - creative elements in activity, independence in raising and decision of questions show up. It creates internal pre-conditions for self-development and self-education of capabilities. Before all musical capabilities after graphic begin to develop; poetic talent shows up in teens, and mathematical maturity that comes at the age of 20.

To the teacher about development of abilities. A teacher that is engaged in abilities forming must remember about terms, providing success of his activity:

- to know a child in all respects, to take into account his forces and possibilities in different educational objects, in manual and public labour;
- to provide accordance between the level of train and level of learnability; to provide accordance between the level of train and level of learnability;
- to provide training creatively;
- to combine educating with practice and labour;
- to conduct systematic vocational orientation work;
- to form the active lines of personality, such as independence, industriousness, good organization etc.;
- to be able to combine general requirements with the individual going near students.

The enumerated terms provide forming of psychical and moral internals in unity that makes the internal condition of the whole personality formation in the modern society.

GUIDELINES

While studying the topic of "Abilities" it is necessary to pay attention to that fact that abilities are the reflection of the complex interconnection of historical, social and individual terms of human development. In the process of historical development the man's abilities have been produced to satisfy different types of activity. There are no people who are absolutely not capable of anything. An average person is capable of at all forms and types of labour.

In modern home psychology a large value is given to the methods used for mastering some activity. In this connection lack of abilities, for example, of mathematics, music or fine art is rarely encountered. Application of special cognitive methodologies allowed to develop special flairs with all average students.

Self-Control Questions

1. Ability concept.
2. Historical and public conditionality of human abilities.
3. Abilities and making. Criticism of biological ability theories.
4. Interconnection and originality of abilities and knowledge, abilities and skills. Criticism of sociological theories.
5. Abilities, inclinations and interests of personality.
6. Basic tasks of modern psychology are in researches of abilities.
7. Does ability developing depend only on the inherited connections?

8. Does ability developing depend only on education?

Interconnection of abilities and character and temperament.

9. What is represented by dialectician: natural and obtained abilities?

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ACTIVITY CONCEPT. ACTIVITY TYPES

An important condition of studying and working of a practical psychologist is mastering the basic questions of the topic of "Activity". It is recommended, foremost, to pay attention to human activity, to the consciously set aims sent to the achievement of certain results.

1. Activity Concept

Activity is the man's acts, sent to the achievement of the consciously set aims related to satisfaction of necessities and interests of personality, and also to implementation of requirements to the man from the side of society and state.

Activity of animals is determined by their innate programs sent to more effective adaptation. Behavior of animals is conditioned by natural necessities. Behavior of man is quite differently organized. Not necessity, as such, and the publicly accepted methods of her satisfaction dictate the forms of behavior.

A man's separation of his own "I" from "not I" is the basic criterion of beginning of personality forming. Consciousness is here understood as passive not contemplation, but as an active quality helping a man in transformation of the world.

Entering the life, personality runs into the row of the phenomena created by preceding generations. Joining in the process of activity, personality masters the labour skills, maintenance of rights and duties, moral, way of life, laws of beauty and rule of grammar, formed during historical development.

Human activity can be directed either to social environment (adaptation of environment (of object) towards the personality (the subject), or to itself (adaptation of subject to the object). This type of activity is so specific, that for his denotation in psychology there are the special terms: behavior and activity. **Behaviour** is the change of the man's state and adjusting his acts depending on social environment. **Activity** is the man's transformation of environment and its separate elements. This division is conditional, because any activity always includes behavior, and every behavior is active.

The forming role of the activity opens up at comparison of psyche of people executing different labour.

The certain lines of personality are answered by certain activity these lines are formed in that. Industries that study the psychological specific of activity in this type of labour (psychology space, pedagogical to and other) were distinguished in psychology.

Steady properties of personality, the separate moments of behavior sometimes on appearance allow to define the profession of man. Knowledge, feelings, the relations of personality regulates motions and actions, direct activity.

2. Psychological Characteristics of Activity and Behaviour

Any type of activity is related to motion. Motion is a physiological function of living organism. Motive capabilities for people are different; they are related to the motive making.

The system of the motions sent to the object with the purpose of his appropriation or change is named an action.

Knowledge on different levels of reflection regulates activity. A man in activity comes forward as personality movable reasons. Necessities, ideas, feelings and other psychical educations can come forward as reasons.

Reasons of human activity: moral and material, public value of results of labour. Human behavior is dynamic: with the change of circumstances and reasons of behavior, and facilities, can change for gaining end. A large value in forming of attitude toward activity matters success and failure in activity, level of claims and level of achievements of personality.

Success, failure influence on subsequent activity, can mobilize a man, cause a complacency, low-spirited state; experiencing etc. Any type of activity causes a fatigue, natural lowering of capacity and tiredness is investigation of fatigue, because activity is an alloy biological and social.

Distinguish two types of behavior. Verbal are expressions, opinions, judgements, and proofs etc., as external signs of internal mental conditions. Real are concrete actions, acts.

Activity is the internal (psychological) and external (physical) activity of man, managed by the realized aim. **Activity is classified in**

accordance with the following characteristics. Depending on results: practical (in-perceptible) is a change of the material world; spiritual (cognitive; by an evaluation, normative) is creation of ideas, conceptions of characters. Depending on orientation and maintenance: playing, educational, labour. They also distinguish a specific kind to activity – communication.

In the process of activity people carry out different actions: motive, gnostic, socially-communicative. Motive actions are sent to withholding or moving of object or own body in space. Gnostic – to the receipt and withholding of knowledge about reality in consciousness of subject. Gnostic actions are subdivided into perceptive, mnemonic and logical. Socially-communicative – to establishment, withholding or stopping of co-operations and mutual relations between people.

Any action supposes realization of the certain system of motions. For example, motions, providing setting of body and maintenance of pose, moving, communication expressive motions of mimics, semantic gestures and speech motions, behave. Facilities of communication encompass implementation of motions constantly controlled and corrected comparison of their results with the ultimate goal of operating under principle of feed-back. These communication channels are sense-organs.

A man enters into co-operating with surrounding reality. An environment has certain signs. A man perceives these signs, acting part reference-points of action. Reference-points determine motion in accordance with the aim of action. An aim is presented in to the brain by character, dynamic model of result of activity. These models of

forthcoming action physiologists named the "acceptor of action" and "passing ahead reflection", "motive task" and "model of the required future". Possibility of foresight of future result is provided by the feature of the surrounding world - his conformity to law. Such steady (invariant) relations between properties and phenomena of the surrounding world allow to the man to do prognoses, anticipate the results of the actions. In this case man subject actions above objects replace internal ideal psychological operations, values of these objects. A man enters into co-operating with surrounding reality. Environment has certain signs. A transition process from the external real action to internal ideal is named interiorisation. Accordingly, process of transition of internal, psychological activity in external, subject determined as exteriorisation.

Psychology examines the phenomena of psychological life of the personality in indissoluble connection with activity. The active approach near the study of the personality is methodological basis of psyche. Human activity, being the method of society existence, simultaneously comes forward and as a decision condition of forming of personality. The substantive provision of psychology is what only properties, internals of personality, show up in activity, only they are formed there. The source of personal activity is necessities. Necessities distinguish originally to the object. On the origin of necessity it can be natural and cultural, on an object - spiritual and material. A higher human necessity is a requirement in labour. Description of activity and behavior of personality supposes the analysis of motivational sphere necessarily. **Motives** are related to satisfaction of certain necessities internal motives to activity. They distinguish the following reasons: realized (interest,

persuasions, aspirations) and unrealized (setting). As the special display of the personality it is necessary to examine the aims, level of claims, self-appraisal.

A man is not a passive creature reactive on stimuli according to the certain set of personality internals. The selection of self-forming factor being the basis of reason of certain behavior is expedient in this connection. In obedience to B. F. Lomov, it is a self-forming factor that determines the features of psychical reflection of object, character of activity, and also level and dynamics of her adjusting.

The special value has a selection of such factor for behavior that can make off an accident. A self-forming factor can be possibly investigated as psychological readiness to safe behavior (PRSB). It can come forward as a variety of setting having a complex hierarchical structure. All psychological factors are refracted through PRSB that in a corresponding situation determines probability of injuring of a concrete man.

3. Activity Types

Activity is a type of human practice, and the certain type of activity prevails in every period of life of man.

In psychology during the course of life of man distinguish three types of activity: game, studies, labour. The basic type of Activity of man is labour. The end-point of labour is this creation publicly of meaningful product.

A game is the means of capturing the world of adults. Reality is imitated in a game that allows to the child to become the subject of

activity. A game changes with development of child; children in a game comprehend setting of objects and their co-operation. Games are different kinds (functional, with structural a plot, role, on rules) and all of them prepare a child to school, to life.

Studies are a process of systematic mastering knowledge, skills, abilities necessary for implementation of labour activity, for education of civil maturity. In the process of educating personality, the orientation, volitional character, ability traits, is formed etc.

GUIDELINES

The aim of studying this topic is:

1. Mastering the questions that activity is conditionally classified into:
 - in-perceptible (practical);
 - cognitive, evaluation, normative (spiritual);
 - mastering social experience.
2. To get a clear idea what the principle of unity of consciousness and activity is. Why is consciousness formed and shown up only in activity?
3. Why does activity fall into a category as social?

Self-Control Questions

1. Sources of personal activity.
2. Description of behavior and activity.
3. Activity as transformation of environment by the man.
4. What is internal (psychical) activity and external (physical)?
5. Why is communication a specific activity type and one of major for a practical psychologist?

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