

GENETIC MENTALITY AND PERSONALITY RESEARCH*

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Максименко С.Д. Генетичне дослідження психіки та особистості. У статті обґрунтовано створення теоретико-методологічних засад нової галузі психологічного знання – генетичної психології. Автор розглядає цю галузь як нову в зв'язку з провідним принципом визначення предмета дослідження і застосуванням адекватної цьому предмету генетичного методу вивчення психічних явищ. Метод розглядається не тільки як засіб отримання наукових даних, адекватний поставленій проблеми і предмету вивчення. Істотним є те, що метод являє собою засіб втілення відрефлексованого і узагальненого наукового знання, засіб його існування і збереження; він є результатом специфічного опрідмечування ідей і наукових уявлень дослідника щодо предмета вивчення.

Ключові слова: генетичний метод, генетико-моделюючий метод, генетична психологія, одиниця генезису особистості, особистість, психіка, психічний розвиток.

Максименко С.Д. Генетическое исследование психики и личности. В статье обосновано создание теоретико-методологических основ новой области психологического знания – генетической психологии. Автор рассматривает эту область как новую в связи с ведущим принципом определения предмета исследования и применением адекватному данному предмету генетического метода изучения психических явлений. Метод рассматривается не только как средство получения научных данных, адекватное поставленной проблеме и предмету изучения. Существенным является то, что метод представляет собой средство воплощения отрефлексованного и обобщенного научного знания, средство его существования и сохранения; он есть результатом специфического опрідмечивания идей и научных представлений исследователя относительно предмета изучения.

Ключевые слова: генетический метод, генетико-моделирующий метод, генетическая психология, единица генезиса личности, личность, психика, психическое развитие.

The research of the phenomena in their development and dynamics – the important methodological requirement to the cognition of complex system objects – becomes one of the most significant if only human phenomena are investigated, each of which has a long way of evolutionary, biological and cultural sociological and historical development. In due time G. Kostyuk marked: “The Nature and essence of any phenomena of the objective reality are best cognized, if these phenomena are examined in the development. It also concerns the cognition of mental phenomena” [136, p. 120].

We concretized this statement into the basic research task – to understand mentality as the process, which develops, that is to understand it genetically. The system of numerous theoretical and experimental researches has enabled to receive serious results though we admit, that the cognition of the particular reality will be, as well as the development itself, the infinite phenomenon. So, speaking about the results, we mean the termination of a separate, though very important, research stage. Its main thing became the creation of the theoretical and methodological bases of a new area of psychological knowledge – **genetic psychology** – a science, which studied the appearance of the mental phenomena, their origin, their forming in vital processes, their functioning and restoration after loss of their working functions. We venture to name this area new in the connection with the leading principle of the determining the object of the research and the application of the genetic method, adequate to the given subject, of studying the mental phenomena.

The distinguishing of the subject of the genetic psychology wasn't an artificial logic operation, at the same time it did not occur on the basis of social, externally behavioral generalizations that is generally accepted and is typical at the formation of the majority of directions and areas, of the psychological science. The practice testifies that similar procedures, as they are external concerning the mentality as it is, will lead to the “washing out” of the subject of the genetic psychology just because the development is an essence attribute of the mentality and, by the definition, each area of the psychology is related to it. We took principally different way. First, we strictly adhered to the requirement of remaining in the psychological borders proper (G. Kostyuk); secondly, the subject domain of the genetic psychology was defined not in the distracted logic theories, but according to the scientific facts analysis. Still our compatriot V. Vernadsky emphasized, that the research worker should not impose his logic to the object, but try to

understand the logic of the object itself, which always differs from the logic of the researcher [60]. Unfortunately, this requirement is not much kept in modern psychology, since – there is a great variety of distracted scholastic schemes which apply for the term “theory” but even if they display thus something from the area of the mentality, it is only from the individual mentality of their authors.

Such position has caused the intensified attention to the method, which is considered not only as the means of gaining scientific data, which is adequate to the set problem and the subject of the research. That method is the means of the embodiment of the reflected and generalized scientific knowledge, the means of its existence and preservation, and, hence, is the result of specific materialization of ideas and scientific ideas of the researcher about the subject of the investigation. So the method, interpreted in such a way, investigate adequately the most complicated dynamics processes of the personality. It is necessary to distinguish this dynamics, this existence the “root” initial and inconsistent relation: functioning - development.

S. Rubinstein marked, that the organism develops, functions; the adult person develops, working; the child develops, learning. This is what the principal law of the mental development of the child, in his opinion, consists in. It follows then that functioning is primary (generating) in relation to the development. But, on the other hand, it is necessary to take into consideration, that it is the functioning, which is a transformed history of the development, as the latter one is the basic way of existence of the human mentality. Applying the genetic-modelling method it becomes possible to obtain the data confirming the “equality” of the parts of the initial inconsistent unity (functioning and development). And we can say now that as the functioning forms a basis of the development, so the development is a condition, a basis of the functioning (so, mentality development is the condition and the basis of the appearance and functioning of the supreme mental functions).

At the same time, dialectic character of the interrelation between functioning and development means that they make a unity *of the different* phenomena (that’s why this connection is inconsistent). This fundamental problem is being solved by home psychology within the theory of the developing training (D. Elkonin, V. Davydov, S. Maksimenko, V. Repkin, etc.) where it is presented as a ratio between training and development (L. Vygotsky, G. Kostyuk). The results of long and fruitful development of this theory are well-known, therefore I’ll afford to dwell on the analysis of just some moments, central from the point of view of the specified central problem. First of all it is necessary to note, that the analyzed researches, had the forming experiment as the central method, which was treated as a peculiar modification of the genetic method, and the results of its use testify, that this method is universal as it both diagnoses and causes development.

Scientific data show, that, studying the formation of the personality, we deal with the phenomenon of designing (self-designing!) of the supreme mental functions in the unique space of the social situation of the development. Here a single whole is made of the genesis going under objective laws, the original activity of the personality and the system of social and pedagogical conditions of its functioning and development. The comprehension of it predetermines the search of a new methodical procedure, which would enable to investigate and understand the mentioned complex phenomenon more adequately. We suppose, that the genetic-modelling method (as a modification of the genetic method) can become such procedure.

The researches experimentally acknowledged the idea that the supreme mental functions development occurs owing to the mediation - mastering that cultural means (signs) by the child in the special form of personal activity. The Ukrainian scientists managed to ascertain a very important, in my opinion, scientific fact - that the means the mastering of which provides the appearance occurrence of a new mental formation, is not only a theoretical concept. The results of experimental researches show that as such means can be life experience, the speech statement, common-distributed activity, innovative technologies and educational experiments, etc.

The importance of this discovery consists in that it confirms the actual universality of the nature of mediation as the central mechanism of the development of the supreme mentality. On the other hand, important here is also the fact that this approach has enabled to follow the development of different supreme mental structures, and not just those which are connected with theoretical thinking. These data are serious acknowledgement of the hypothesis by V. Davydov who in recent years has paid attention to the importance of the all-round development of the child’s mentality and has pointed out, that the

educational activity directed on the mastering theoretical concepts as means does not provide this universality [91]. Different sides of consciousness (scientific-theoretical, aesthetic, moral, practical) even developing on the uniform mechanism, substantially require different approaches.

If to concretize this idea in the forming experiment, one should realize, that, for example, an educational-cognitive and educational-aesthetic task must be essentially different (remaining thus educational) if we wish to develop different spheres of the pupil's consciousness. In fact, being interiorized, various by their nature means provide a new connection of the supreme mental functions which form this "cluster", determine genetic heterogeneity of the supreme forms of mentality and, originally incorporating with the already existing structures (the ones which do not develop at present, but function), forming the fabric of consciousness proper.

Therefore, we consider our direction of the research cardinal; in fact it enables to investigate experimentally the specificity of the structure and functions of the person's consciousness, and it fills the concept of interfunctional systems with the concrete scientific maintenance. The opportunity appears to understand the structure of consciousness, basing on scientific facts, instead of distracted logic schemes.

As a whole I shall note that the system of investigations of the mechanisms of appearance of new mental formations in educational activity is important not only by its concrete results. It enables approach the answer to the fundamental question put in due time by G. Kostyuk: Does any training develop? We should admit now (as there are scientific data) that training also cannot "be followed by the development", but provide only the functioning of the mentality. Only the training specially directed to the formation of the new mental formations should be really named the developing one. But that's not all. If "the ability of development" of training is determined by the only parameter (mastering of theoretical concept as a way of the solving tasks), this already means certain narrowness of the approach. Besides one shouldn't forget about such G. Kostyuk's idea: "The connection between training and development is not simple, but complex and mutual... Training promotes development, but it is also based on it" [136, p.134]. It means in particular that the age and specific features of children, in particular mediate not only by the activity, but the influence of training on the development also, by the level of maturing, work capacity of nervous system. The lasting passion for formation has led to the state when we have forgotten about this side of the problem, and it puts its practical realization under large doubt.

There remains vital also and such purely scientific problem: the genetic method enables to distinguish a unit of the personality genesis for the modelling of development (social and biological). In fact, we know how developing mechanisms in the forming experiment work. But do they function so in "natural" not experimental conditions? We have no answer to this question. And it is essential. Therefore one shouldn't concentrate only on the experimental genetic method, it is necessary to turn to other methodical systems. In particular, the experience of the representatives of the direction, which was headed in due time by A. Zaporozhets, seems substantial. The central idea of the direction consisted in that that the supreme mental functions in ontogenesis are not only formed, but also "are curtailed". Therefore, the earlier condition of the development is taken for the research, the more "unfolded" (and, hence - accessible to studying) this or that function will be [107].

Among the numerous works, devoted to the study of the structure of the educational activity and psychological features of its formation, I would like to mark the researches of the problem of the acceptance of educational tasks. The attempt of theoretical generalization of experimental results with the purpose of explanation of the given phenomenon made by G. Ball [2] is very fruitful. His introduction of the concept "the internal educational problem", in my opinion, is very much approachable to the understanding of the psychological essence of the process of acceptance of an educational task. We consider the given phenomenon as a key one, in is the corresponding reality semantic "unit" of the development of pupil's personality as a subject of educational activity. In this complex act of at first sight such different and "far" structures as the level of actual development, personal typological features as "the zone of the nearest development", motives, interests (both educational, and non-educational), the level of mastering different ways of activity, etc. are united in a peculiar way. Everything is united and embodied in a special simultaneous act, which we name the "acceptance of an educational task". Actually it is a personal and creative act, and the situation appears in such a manner that it would be more exact to name it not "acceptance", and "generation" of an educational task. By the way, it depends on its contents what the further activity of the child will be – functioning or development. It is obviously necessary to continue

researches in the particular direction with the application of the genetic method since the process of acceptance of an educational task at its modelling-expansion can discover a dialectic unity of functioning-development (genesis) of the mental.

It should be noted now that there are experimental data which enable to say what the fundamental difference between functioning and development is: the latter always and necessarily provides the formation of a new interfunctional system, and it occurs, only if the pupil acts as the subject of training, i.e. if it concerns him personally. The mediation of the development of the supreme mental structures by the cultural context means that objects of culture are adopted by the child in the process of training in the form of specific means. But what is this process of assignment? The object of culture is a product of human activity and actually it is the coded and curtailed reflection of the mankind mentality. The development happens only when the child in the specific form of its own activity "decodes", "develops" and adopts this materialized mentality, forming its own mentality in such a way.

As it was already marked, we managed to show that objects of assignment are not limited by only theoretical concepts, on the contrary, their circle is wide enough, and each of them in its own way joins into the development process, determining its diversity and uniqueness (in fact it is necessary to add here uniqueness of available internal mental structures of each child). In due course (after interiorization) they form constituting structures in the consciousness and they form "around themselves" that which is called interfunctional psychological systems, and cardinaly influence the further behaviour of the subject. So appears that which we name personal mediation of the educational activity and the phenomenon of "double mediation" of the mental development - now it is mediated both by the cultural context (external), and personal one (internal). This genetic mechanism, in our opinion, is also the true basis of self-development. On the other hand, it is here where the problems of the age and personally specific in the person's genesis "converge".

Wishing to remain within the limits of the genetic psychology, we approach the process of creation of means as the act of development. It means that while studying it should be not reconstructed, but modelled, that essentially changes the research situation. Experimental data prove the possibility of modelling. We have received the results in the research, which open the process of the movement in the mentality of the assigned means (sign) - it turns into a key unit of a new interfunctional consciousness system, cooperates with other similar systems, forming new personality qualities, and only then it structures the further behavior and activity of the person. It is the self-movement and the self-development, as well as an impressing fact of the consciousness self-modelling. This mechanism is discovered owing to the results of experiments, and it is natural. But if it is so, then the most adequate to our further tasks and at the same time to those "natural" processes which interest us, out of all the modifications of the genetic method will be just the genetic-modelling one: if the development occurs as the self-modelling it is clear "by the definition", what modification of the method will be the most adequate one.

At the same time in the course of the achieved results and new tasks it is necessary not only to elaborate new modifications of the method, but to expand essentially the area of its application that is obviously possible owing to the principles of application of the genetic method worked out by us and improving the processual procedures. In particular, this method can become the essential means of the cognition of personality psychology that will be shown in this book.

It is impossible to be limited only to the research of the formation of educational activity at younger school age and only in the field of mastering theoretical concepts. It is necessary to investigate the specificity of the initial inconsistent relation "functioning-development" in different age groups, in particular, and in the group of adult people; to study features of "interaction" of these phenomena with the personal psychological and even neurotypological features of the personality, to develop experimental researches in the field of educational psychology and communication psychology. In this context the area of pathopsychology and frustration of the personality, as well as marginal mentality is very perspective.

It is expedient to cite one more G. Kostyuk's idea: "But also under conditions of the same activity the mastering of objective social achievements often proceeds differently depending on subjective conditions, on that how the person treats this activity, what its internal position is, what sense is gained for it with this or that activity... The individual develops as the subject of communication, cognition, skills and work". [136,

p. 132] This aspect of mental development of the child in modern conditions is the major; therefore, its research is the vital matter of the psychological science.

I shall specify one more sphere, which has a special practical importance. This is the psychology of pedagogical activity. Within the limits of the developing training theory surprisingly few works are presented in this sphere, and, at the same time the specificity of the teacher's activity in this system has basic differences. (It seems to me that the implementation the introduction program of the developing training in the Ukrainian schools will be problematic because of absence of the corresponding teachers training. The methodical recommendations accompanying the program will not solve the problem). But there is an interesting scientific experience, in particular, a foreign one.

I shall refer here only to one surname – an American scientist J. Werch [61] has elaborated and offered a rather interesting system of the developing training which was as the innovative model of pedagogical communication "reciprocal training", that is the teacher's activity which consists in that he, using statements, creates the situation of pupils activity, directed on the transformation of these statements to own pedagogical means.

It is necessary to specify that the contents unit of the genesis mentality analysis offered by us (which has been established, we'll underline it, in experimental scientific researches), will enable to expand considerably the scope of the genetic method, mainly in its genetic-modelling modification. The latter will promote more objective and substantial understanding of the human mentality nature.

A separate large problem of modern genetic psychology is the question, whether the experimental genetic method in the form of the training forming experiment allows finding out something new about laws and mechanisms of pupil's personality development. It is impossible to answer it, having it formulated in such a way, because of the maximal polysemy of the term "person". However it is possible to raise the question in another way: whether we can theoretically define this concept owing to the research of the mental reality as a developing and, consequently, becoming complicated substance. We consider such statement of the question to be more correct and constructive. Modern researches, in which the personality development in educational activity is studied in this way or another, can be united into three basic directions, differing with their initial methodological position.

The first direction realizes the paradigm traditional for modern psychology: there is some personality concept (in this case it is the concept of the theory of activity where "the person is the internal moment of activity" (A. Leontyev) and it is, in the so-called "narrow" sense of a certain three elements unity – motivational-necessities sphere, a system of social roles and self-consciousness. It is considered further, that it is absolutely true (that is, it reflects the essence of the mental phenomenon) and, so, the question of studying the personality psychological nature is removed. Genetic psychologists investigate, for their choice, the development of one of the personality elements (motives, interactions, self-consciousness) in educational activity, and it is considered that the personality development is investigated here. From the methodological point of view a very interesting mixture appears - the actual experimental genetic research is held in exclusively formal, empirical scheme with the substitution of concepts, with the restructuring of the essence and the phenomenon. As a matter of fact it is the research of the separate sides of the general mental development, that certainly concerns the personality, but not in a greater degree, than many other aspects of psychology.

At the same time, from the point of view of the scientific facts, many interesting and productive researches are done in this direction. Cognitive motives and their development in the educational activity of schoolchildren are very properly researched. In the researches of A. Dusavitsky and his colleagues [92] the development of cognitive interests, class collective and the educational activity as itself a constituting system were simultaneously investigated. It is ascertained, that basic changes in the personality motivational component take place at the younger school age. The intensive reorganization of pupils' motives the basis of which the development of cognitive interests (here - the situation of experimental training) is observed. By the end of the period these interests get the generalized character and stability, and "are displayed to various teaching material, inducing the child to the independent search of sources of their satisfaction" [92, p. 6].

We have received materials in our colleague research, allowing considerable expanding of the given statement. It was found out that this generalization generates certain relation not only to all subjects, but it also turns to a general personality position. It is connected not so much with the type of training, as with

the experience of its success at younger school age. It is shown in the analyzed work that the experience of the training success at this age is really a key one; it predetermines the "movement" and the social status not only in training, but also in other life spheres. The genetic approach of the author has allowed to determine that the individual style of senior pupils educational activity, their educational and vital interests, a choice of trade are considerably caused by the contents of the experience of the training success in the elementary school, and its specific "expansion" during all school years [176]. This work contains the concept, developed by us, of personal mediation of educational activity which we dwell on further on.

Another work under our supervision was devoted to the study of psychological features of dynamics of cognitive interests of pupils [111]. It is ascertained that the central part of the development of interests is the acquiring by pupils of special system of educational tasks the solving of which provides, however, not so much the expansion of the available cognitive experience of the subject, as the creation of the conditions generating its initiative in the independent search of new information.

Coming back to A. Dusavitsky's researches, we shall note their undoubted thoroughness and complex character. Not only cognitive interests were investigated there, but also the development of common collective activity, and the knowledge itself as well. The data received by the author, have allowed drawing a conclusion that it is younger school age, which is the most favorable for the change, an egocentric from position in relation to the world around to the objective position, i.e. cognitive and moral. "But it appears, - the author writes - only with the basic change of the contents and training methods" [92, p. 6]. This last idea seems to be somewhat tendentious, filled with pathos of the theory of developing training. (In fact, the change of this position takes place in any case, and not only in the conditions of experimental training. On the other hand, we do not see the answer to the main question of genetic psychology: how the development takes place in natural, not experimental conditions, and it does take place!)

Summarizing the brief description of the first direction, we shall note once again, that very interesting results are received in its frameworks about the common educational activity of senior preschool children and younger schoolchildren, which is considered the means of mental development of (S. Amonashvili, V. Mukhin, V. Kotyrlo, V. Rubtsov, etc.), and about the self-consciousness development in educational activity (mainly, the works of M. Drigus and her colleagues). These works contain important scientific and empirical material which requires special work on its generalization, and which forms a part of the actual scientific basis of psychological theory the of child's personality development.

The second direction just also consists in the attempt of construction of the theory of the developing child's personality on the basis of the generalization of the data file, received at realization of experimental training. Such attempt, rather interesting and substantial, was made by V. Davydov [83, 86]. As a result of the analysis of an extensive experimental material he comes to conclusion that "the personality is the person possessing creative potential" [83, p. 23]. In other words, the actual basis of the personality is the ability to creativity. This ability is rather fundamentally analyzed in these researches with the involvement of philosophic methodological positions (E. Ilyenkov, F. Mikhaylov).

On the other hand, V. Davydov reflectively reveals the way to his theoretical generalization the basis of which was made of the results of the works, mainly, by J. Poluyanova, G. Kudina and Z. Novlyanskaya which were devoted to the investigation of younger schoolchildren and teenagers development in the course of learning aesthetic cycle subjects (accordingly - fine arts and literature) using experimental techniques. It is the direction in which works on the material of music were done (I. Vahnyanskaya, N. Papucha). Certain importance for V. Davydov's thoughts was presented by the researches of O. Dyachenko, tested on preschool children. In particular, it has been ascertained, that imagination (the process which V. Davydov fairly considers to be a key one in the creativity) has two components: "Generation of the general idea of the task solution and planning this idea realization" [83, p.27]. The author, however, while forming the idea embraces these data, but practically all that has been received by the time of its creation in experimental training, and it is natural. Moreover, it is possible to find so to say, classical sources of this theory: we have already mentioned that L. Vygotsky spoke about three ways of the creation of psychological means - assigning, imitation and creation. And it is constructed just according to the scheme of the imagination process: when the whole is seized before parts, it "is seized correctly", and then it unfolds. The gravity of Davydov's theory is proved by the fact that the imagination does not belong to the lowest function and so it is a "pure" derivative of human life activity. (In genetic researches of

L. Vygotsky, D. Elkonin, A. Leontyev it is convincingly shown that the imagination results from the assignment of game. By the way, many western researchers (E. Erickson) come to conclusion that the imagination is the game, "transformed into the head of a personality").

V. Davydov, to a deep regret, had no time to develop his theory and to complete it. However, it seems very perspective and already nowadays it has a useful application: the researches of the developing training have started to extend gradually on preschool age in many respects owing to it what Davydov in his latest great work [86] insisted on too. It is necessary to note great effectiveness of this work (we have already dwelt on the research of the aim achieving of preschool children, it is possible to specify also the interesting direction developed in our collective, in particular, the works, carried out by V. Kotyrlo's pupils). We are especially interested in this respect in modifying of the experimental and genetic method of work with preschool children and in those results, which, owing to it, are possible to receive.

In this sense our attention is attracted to S. Yakobson and M. Safonova's [236] latest research where the analysis forming of the mechanisms of preschool children was made. As the form of arbitrariness development the forming classes combining the game and training moments proper were used here. The received results have allowed making interesting (unexpected and symptomatic, in our opinion) conclusions putting under doubt "general character of the statement, widespread in home psychology, that any arbitrary action is mediated" [236, p. 9]. The authors believe, that arbitrariness of attention at the age of 3,5-4,5 years is takes place not due to the use of additional means, but due to the inclusion into the activity of new components and the reorganization of it. It is supposed that the unity of arbitrariness and mediation is not denied here, but the question here is about internal mediation. And it is at the age of 4! Really, the results are unexpected if to proceed from the traditional treatment of interiorization. But the matter is that "traditionally" in this case means, unfortunately, in a simplified way and simply incorrectly. Actually, neither Vygotsky, nor P. Galperin ever considered that the interiorization is the process of development: "Cultural forms of behaviour have natural roots in natural forms, they are connected with them by thousands strings, they arise surely on the basis of these last ones", - this Vygotsky's idea is cited by nobody of those modern "theorists" who "have straightened" him, and his pupils after him, having done it just to show their own importance on the contradiction. (The quotation is taken from the work "The history of the development of mental functions", p. 131.)

But the closest Vygotsky's follower A. Leontyev was not so superficial either as some theorists are trying to present, for some reason being fond of S. Rubinstein (he, by the way, has written, that there is no getting away from "internal conditions", and vulgar materialists, marxists are not interested at all in the internal world of a person). A. Leontyev has stated a following idea in the direct polemic with S. Rubinstein: "Not the external acts through the internal, but the internal acts through the external and so changes itself". This idea is much more idealistic (if to speak in terms of "materialism and idealism"), it assumes the primary presence of the internal and mental. It is difficult to understand, how those, who consider themselves theorists and historians of a new Ukrainian psychology, cannot see it now.

We'd like to emphasize that to the slightest degree we do not want any oppositions in general, especially of such masters as Leontyev and Rubinstein, considering the latter an actual home psychology classic and the largest expert in questions of inner personality world. Our short publicistic deviation is caused by indignation how one tries clumsily and nonprofessionally sometimes to make themselves a name in psychology, "having chopped" it into parts in their own way and having transformed the received pieces as they would like (then the psychology can be seriously named the subject too and why not, really: the science studies, it means that it is active, then it is the subject too (!) - it is good still, that it is not the personality). Let's return, however, to our analysis.

The third direction of the study of the personality development in the educational activity is represented with the concept of personal mediation of the given activity. The personality theory is not created in this direction; we start with L. Vygotsky's classical idea that "the person becomes for himself what he is for himself through that, what he shows to others. This is the process of the personality formation" [60, p. 144].

The numerous researches results (only small part of them is analyzed here) convincingly prove that the child's development in the educational activity is a bilateral process. Yes, the ways of solving educational problems are adopted as means, and so, certainly, develop. But two facts at last, are completely clear: first, they, having become a structural part of consciousness, influence the further

education of the child, and, secondly, we deal with the fact that the child is always capable to adopt means. All depends only on how to assist him in it. We emphasize - always: there is no such moment, such point in the ontogenesis when the healthy child could not do it (certainly, taking into account age features). It means he always has another set of other means (a zone of actual development). Actually, the bilateral character of the development consists in that it is not the educational activity, which develops something in the child, but the child, with its help, develops itself. It is also a self-development.

Having already constructed schematically the given concept (which, we shall underline once again, has arisen as the generalization of the empirical facts), we have done a number of the researches connected with the consideration of specific features of pupils in training. Traditional "hopelessness" of this problem in the pedagogical practice is connected with the unlimited quantity of specific features and, as consequence, with the uncertainty of the task. Proceeding from the concept analyzed here, we have assumed, that the matter is that the problem is essentially incorrectly set. The question should be not of a "passive" position (how to consider?), but of an active one (how to develop?), and not of the "silly" infinity of properties and features, but of the individuality as a unique integrity. Actually, the problem has been formulated: conditions of development of individuality in educational activity. The scheme of the traditional forming experiment has been a little bit modified taking into account pupils' individual movement (in particular, we have tried to realize the idea of relative and absolute progress). Not going into details, we shall note, that it proved to be possible to direct the individuality development, not making (by way of pedagogical technology) any particular innovations, i.e. no individual, in the traditional sense of the word, work (alone) was not required. The experiments in this direction have just begun, but they promise to be rather perspective.

Let's note that these researches originally and in anew continue the line begun by D. Elkonin's work in which younger teenagers' age and specific features were investigated [229]. It is here where for the first time it has been mentioned the insufficiency of the classical form of the forming experiment the development study as there is no place for "individual development variants" (by the way, V. Davydov in his final work (1996) marks this idea as one of the obviously weak sides of the developing training theory). D. Elkonin stated then that the "comparison of individual variants of the development shows that the research of the development process and, especially, the personality formation can hardly be done with the application of the idea of the average norm which is deduced as a result of application of statistical methods of material processing" [229, p. 264]. It is said here too that the understanding of specific features only as qualities of the personality is incomplete. Hence, our approach does not contradict the theory of educational activity, and, on the contrary, there is an attempt of overcoming its restrictions, which were foreseen right at the beginning of the research.

Briefly summarizing modern condition of the researches within the limits of the theory of developing training, we shall note only two essential moments. The first - the general, it concerns the theory condition, which we can describe as the necessity of scientific methodological reflection. The application of the forming experiment has allowed making sure, that, really, the experimental genetic method allows the mental structure. But it has led not to the solution of the question "what develops?", but to its original aggravation: is it possible to say, that what is formed is that what develops? (we shall remind that it is the fundamental question set by Vygotsky). The developing training theory does not give the answer to this question. But we hope, that there is a way of receiving the answer: "One of the major supports at transferring the experimental scheme to the reality are the data received not experimentally" [60, p. 130]. That is one should think over the further modification of the experimental genetic method. The problem really exists, especially if to consider that due to its specificity, mass character and overall training the forming experiment is not just a research method. Just because of the training character it creates as though the "third" reality, providing not simply "child's growing" into the culture, but absolutely special growing into absolutely special by arranged of cultural environment. It remains unclear not only how it corresponds to "natural" training and education. The problem has also the moral side, especially if to consider, that the individuality, in general, is not taken into consideration (unless at the level of the dialogue with the teacher) and the ratio "the present level of development - a zone of the nearest development" of each child in the forming researches is ignored.

The second moment is a particular one and it concerns a pedagogical aspect proper. In the developing training system the teacher's role as well as the role of all pedagogical activity is absolutely

unique and absolutely unusual for the traditional pedagogics. V. Davydov paid special attention to it. However in this theory (the Moscow, Kharkov schools) practically there are no researches for all years of its existence, which would be devoted to the pedagogical activity problems analysis. Only some S. Amonashvili's works can be considered as such which elaborate activity in the system of the developing training. Our colleagues carried some researches in this direction (A. Bondarenko, A. Konyayeva, etc.), they received interesting results concerning the formation of pupil's perception in the interpersonal interaction, the usage of the teacher's speech as the means of organization of educational activity of schoolchildren, but, certainly, this direction is just "beginning". In this connection we would like to pay attention to the work of an American author J. Werch [57] which has shown how the "reciprocal training" is used as the model of pedagogical communication, that is the teacher's activity, consisting in that he sets the pupil some means by his uttering.

The results described here and in many other researches enable to speak about the completion of the certain stage in studying the child's mental development within the limits of the modern genetic psychology. The general result of this stage consists in the undeniable data acquired in numerous and diverse researches, these data reveal the basic mental development mechanism, just that this development is always mediated by the cultural context. The object, being a human activity product, is the "ciphered" and folded print of the mentality not just of the person, but practically of all society. In the specific form of its own activity the child "deciphers", "unfolds" and appropriates this materialized mentality, forming its own. The most adequate form of the activity here is the educational activity.

We managed to show, that these objects of assignment are not limited only by scientific concepts, on the contrary, their circle is rather extensive, and each of them in its own way joins the process of development, defining its versatility and uniqueness. It is possible to consider their further "destiny" determined: assigned as the means of solution of educational tasks, they form constituting structures in the consciousness, forming "around themselves" that what is called the interfunctional psychological systems, influencing significantly the further behaviour of the subject. So there appears the phenomenon of personal mediation of educational activity and the phenomenon of "double mediation" of mental development: now it is mediated both by the cultural context (external) and the personal (internal) one. The following step directed on the deeper understanding of the development, should be connected with the displacement of the accent of researches from the process of mediation onto the phenomenon of indirect manner.

The latter one is understood in Vygotsky's theory as the act of creation and using by the subject means for transformation its psychological opportunities (or psychological opportunities of another person). Actually the psychological nature of this act remains absolutely unknown so the mental development contents remain unrevealed too, in the context of use of concepts "natural" and "the supreme mental functions". We shall emphasize once again, that the last remark concerns just the mediation, but not the indirect manner, as we precisely know that the last process, causes the supreme mental functions. Moreover, it is possible to say with confidence, that A. Brushlinsky's dissatisfied remark (he does not agree that natural functions are not mediated by culture either [see 188]) simply "hangs" in the air as nobody objected to this: they are certainly mediated, and moreover, not only the person's one. The natural mentality of animals (at least, domestic ones) is mediated by the cultural context, and each cats' fan knows. Animals do not create means, that is the matter.

To substantiate the importance of studying the psychological contents of mediation as a "unit" of mental development, we shall dwell in brief on that what reality is described by this concept.

First of all what attracts attention is that it is the act (the action, but not reaction). Here the mediation is the subject's own specific activity, and being such it contains practically all mental sphere of the person (remember: how many ideas should kaffir have to write down the message by means of notches? We shall add: not only ideas, but also a memory size, a degree of imagination, feelings and desires - in fact all this was embodied in the creation of means). So, mediation can be presented as the act of embodiment of one's own internal world into reality. Thus, the means can be created not necessarily on the basis of the material cultural object. It can be conditional (Vygotsky term), that is intellectual proper, figurative or symbolical. In this case the internal world of personality is used, but the action is necessarily present here. The psychology of this activity and its connection with the development of consciousness, its heterogeneity is very interesting and mysterious, and it requires a special research.

It means, for example: any object can become an instrument, but the instrument of what? The first experimental researches allow putting forward the hypothesis that the person's forms and contents of the activity are adequate sides of the personality consciousness development (theoretical, aesthetic, ethical activity). The expansion of the researches in this direction is justified, as it will allow finding answers to functional questions of the development psychology connected with multidimensionality, heterogeneity and polymodality (amodality) of the developing consciousness of the personality. Thus it is essential that the act of mediation is directed not to the external object, but always to itself, and consequently it is the act of self-development.

The following important point is the impossibility of the research of mediation (and so, the development in general!) in the logic of causality. The given act can take place or not, because mediation is self caused. Its occurrence can be promoted or interfered, but it is impossible to guarantee whether it will take place or not. The indirect confirmation of this idea is our observation according to which it is impossible to establish the genetic bottom border of the occurrence of mediation: the child appears to be "always ready" for it. Favorable or interfering factors are specific age and individual features, "a zone of the nearest development" and the degree of the adult's help (especially evidently it is seen in the work with blind, deaf and mute children). Individual variants of development, specific features of key experiences and other major parameters, not yet mentioned in the genetic researches, should be considered in the same plane of the scientific analysis.

The fact, that the mediation is the act of means creation attracts attention. Hence, there is a necessity to study person's creativity. In this connection a unit of creativity studying problems appears: to create means is possible only possessing corresponding intellectual activity, a high level of imagination development. But what should be done, if the child, really, at any moment of the ontogenesis is ready for it. From this point of view the mediation studying can present a problem of creativity in another way. The assumption that a product of creativity is that means by means with the help of which the person changes its mentality, building that what refers to the supreme mental functions, enables to approach the problem of creativity from absolutely another side. All elements of the creative process though find their place in such interpretation, starting from the internal initial creative activity and finishing with especially individual nature of this phenomenon (creativity as the embodiment of individuality). Certainly, for the time being it is only the setting of the problem, the future experimental researches development scheme, which, however, not a scholastic fiction.

Let's recollect the classical model of the instrumental method: we set a task (stimulus) for the child and we give it the third element of the plan ("stimulus-means"). The question is in why the child accepts it! In fact it actually does not realize a situation taking into consideration that it has problems with memorization and to cope with them (to carry out the task) the given element should be used. The child experiences both the intense desire to fulfill the act and simultaneously the limitation of the situation for its fulfillment. It is active, and it accepts stimulus-means only because it searches for it and is ready to use it. We see that the situation is not limited at all by cognitive processes and especially the fact of the task performance. It is, actually, complete and personal, moreover – a creative one. In fact there are two things which are necessary to be considered: in this elementary psychological situation we have already found the child's ability to leave its limits (otherwise how can one understand that he should accept the given means?), the ability "to capture" the whole (all set situation) before the separate parts, and it is the intrinsic creative ability. We would like to repeat, that, meanwhile, this is our assumption: to receive the answers to the arisen questions it is necessary to research all this scientifically. For example, if the creation of means is the creative act, and the purpose setting is one of its forms, is it really by its psychological nature limited just by the acceptance of the task? (now it is visible, that these things are essentially different).

So, it is the research of the act of mediation (creations of means) that we consider the most perspective in the modern genetic psychology. However, this process is too intimate and, as a whole, still uneasy for the experimental studying. We have already mentioned its incompatibility with the logic of causality, but there is also one more feature transforming the research into a rather serious problem. The mediation is by its nature, probably, a simultaneous process, i.e. it relates to such process which M. Mamardashvili once said about: "It is the process in which the person basically cannot catch a point where something arises. He always deals with the already arisen one... And each time as we have recorded

any consciousness formation process, it is not the thing any more we have fixed" [149, p. 75-76]. This is the reason why the act of mediation is less lucky with the experimental studying - this problem (to be exact, its separate indirect aspects) was studied only partially in the researches of the Georgian psychologists. However, we wish to be in the space of the genetic psychology, and therefore we should approach the mediation as the development process. But it means, that it should not be reconstructed, but modelled, that essentially changes the situation though leaves it still rather far from the completion. Our data allow speaking about modelling. Let's remind, we have received the results revealing process of movement in the mentality of the assigned means - it turns to the key unit of a new interfunctional consciousness system, cooperates with other similar systems, forming the personality quality and then it cardinally structures the person's further behavior and activity. It is self-movement and self-development, and still it is the amazing fact, when the consciousness is being self-modelled. We can state, that this mechanism is open owing to the received results of the experiments, and it is the "natural" mechanism (in the sense that it is constant in any conditions).

But if it is so, the most adequate to our further tasks, and at the same time to those "natural processes" which interest us, out of all, offered by Vygotsky's versions of the experimental genetic method, will be the genetic-modelling one (if the development goes as the self-modelling, it is clear, by the definition, what form should suit us). However, a specific research target is absolutely new and very complicated: it is necessary to model the most private, multilayered and multifactorial process, in which any object (it can be any object) somehow turns to the means (the psychological contents of this concept is also far from clearness) of transformation and development of any mental structures of the subject. The solution of this complex and the most indefinite task assumes leaving the limits of the pedagogical psychology. The researches with adult people where the act of mediation has a developed and completed shape are supposed to be reasonable. We should go further on the descending ("downwards"), that is from the developed forms to less developed ones to understand something in this most complicated phenomenon (in this sense it is useful to remind of Engels' idea, that the key to the monkey anatomy is in the human anatomy, but not on the contrary). Further, it is obviously important to search for such features of social human life, which could be used as experimental models. We mean, in particular, the following:

1. The numerous everyday facts, and also special researches show, that people can transform their internal experience into the means of transformation of their own mental processes. It is obvious through the experiments on various subjects identification in difficult situations, in the experiences on recognition and recollection, and also in the mass of vital facts when the subject actualizes and keeps a recollection, using it as a means of control of his own behavior and condition in the vital problems solution. In the same way the "reverse" phenomena when the person uses, for example, images of imagination or emotional conditions for operating the processes of remembrance are considered.

2. An original and very interesting model is, in our opinion, the cases of psychological problems, which are experienced by patients of practical psychologists, in particular, psychical traumas and posttraumatic stressful conditions. In the research done by our colleague [177] it is shown that the psychological content of a posttraumatic condition is a peculiar destruction of mediation process. A specific modification of the experimental genetic method, namely, the studying of the disturbed developments as a result of psychical traumas in the period of psychological rehabilitation was applied in this work. The work was done with young men (early youth), suffered from the manifestation of exogenous psychotic condition. It is established, that in cases of preservation of cognitive and emotional sphere, as well as supreme levels of motivation, patients' problems are determined by the destruction of mediation. The attempts to restore this act by means of correctional work led to serious improvements even in the cases when the manifestation really meant the beginning of the pathological process. It is supposed, that the revealed phenomenon has more general nature, and it is the psychological reason of an extensive class of mental deviations. On the other hand, this phenomenon is really an experimental model for the research planned here.

3. To solve the set problems such phenomena, well-known in social and ethnic psychology, can be used: acquiring of the communication norms and the presentation of the self-presentation phenomenon, the self-regulation one, etc. The mediation of such phenomena and objects of culture, as myths, works of art, folklore and similar things, present special interest in this respect.

We assume that there are also other life situations, which can be considered as experimental models of our research. Besides, certainly special experimental conditions revealing and developing the process of creation the means by the subject will be created. It is supposed, that the planned research will allow receiving the results anew explaining the development process of mental components of personality consciousness.

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SPECIFICS OF PROFESSIONAL BURNOUT DETECTION AMONG INTERNAL AFFAIRS OFFICERS OF DIFFERENT GENDER

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Аршава І.Ф., Баратинська А.В. Специфіка виявлення професійного вигорання у працівників органів внутрішніх справ різної статі. У статті розглянуто проблему професійного вигорання у працівників ОВС у гендерному аспекті. За допомогою використання оригінального психодіагностичного комплексу у більшості співробітників правоохоронних органів виявлено професійне вигорання 1- 3 ступенів. Встановлено, що існують певні достовірно значущі відмінності у особливостях прояву синдрому професійного вигорання в залежності від статі працівників ОВС. Так, чоловіки, на відміну від їх колег - жінок, демонструють більший прояв спонтанної та реактивної агресивності, екстраверсії та маскулітних рис характеру. В свою чергу, для жінок – співробітників правоохоронних органів притаманним є загострення проявів невротизації. За результатами емпіричного дослідження визначено, що найважливішими факторами у виникненні синдрому вигорання є відповідність професійних функцій поло-рольовій орієнтації працівника, стаж роботи співробітників ОВС та підтримка з боку рідних та близьких.

Ключові слова: професійне вигорання, гендерний аспект, працівники органів внутрішніх справ, фази вигорання, особистісні властивості, стаж професійної діяльності.

Аршава И.Ф., Баратынская А.В. Специфика выявления профессионального выгорания у сотрудников органов внутренних дел разного пола. В статье рассмотрена проблема профессионального выгорания у сотрудников ОВД в гендерном аспекте. При помощи использования оригинального психодиагностического инструментария у большинства обследованных сотрудников правоохранительных органов диагностировано профессиональное выгорание 1 – 3 степени. Выявлены определенные достоверно значимые различия в особенностях проявления синдрома профессионального выгорания в зависимости от пола работников ОВД. Так, мужчины, в отличие от их коллег – женщин, демонстрируют более сильное проявление спонтанной и реактивной агрессивности, экстраверсии, а также маскулинтных черт характера. В свою очередь, для женщин – сотрудниц правоохранительных органов характерным является заострение проявлений невротизации. Исходя из результатов эмпирического исследования, определено, что одними из наиболее важных факторов в возникновении синдрома выгорания у работников ОВД являются: соответствие профессиональных функций поло-ролевой ориентации сотрудника, стаж работы, а также поддержка со стороны семьи и близких.

Ключевые слова: профессиональное выгорание, гендерный аспект, сотрудники органов внутренних дел, фазы выгорания, личностные характеристики, стаж профессиональной деятельности.

Problem formulation. Being a complex multicomponent construct that consists of mental, physical and emotional exhaustion, professional burnout syndrome is more typical for representatives of socioeconomic professions. Law enforcement officers (police) are special risk group.

High level of responsibility typical for police officer profession, contacts with persons of antisocial behavior, constant emergency situations with unpredictable result, traumatic injury risk, mental and physical overload are factors of chronic stress and may cause development of professional burnout syndrome.