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Представлены практические материалы и задания к дисциплине «Практика перевода научных материалов», входящей в состав базовой части учебного плана основной профессиональной образовательной программы по направлению подготовки 37.04.01 Психология, профили «Бизнес-психология» и «Прикладная психология развития».

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Содержание

Предисловие	4
Thesaurus	6
Translating abstracts and keywords from English into Russian	11
Translating abstracts and keywords from Russian into English	35
Translating full text and sections of an article	58
Additional tasks	95

Предисловие

Владение базовыми навыками перевода научных текстов в современной системе высшего образования является необходимым условием осуществления научной деятельности студента любой степени подготовки (бакалавра, магистра, аспиранта).

Научно-исследовательская работа студента охватывает целый ряд направлений деятельности. Во-первых, студенты принимают участие в различных региональных, всероссийских и международных конференциях, выступая с докладами и публикуя научные статьи по результатам своих исследований. Необходимым требованием к публикации статей в большинстве сборников научных конференций является наличие аннотации статьи на английском языке, а для некоторых международных журналов весь текст статьи должен быть представлен на английском языке. Владение тезаурусом, используемым при переводе научных текстов, поможет студенту оформлять аннотации и статьи на английском языке.

Во-вторых, согласно современным требованиям, для полноценного теоретического анализа объекта исследования (исследуемой проблемы) необходимо обращение не только к отечественным, но и к зарубежным источникам, причем часть из них должна быть датирована последними тремя годами. Это позволяет оценить состояние проблемы на современном этапе. Сегодня существует огромное количество научных журналов на иностранном языке, индексируемых в российской и международных базах цитирования, в которых публикуются интересные материалы по самым разным темам. Владение базовыми навыками перевода научных текстов позволит студенту беспрепятственно обращаться к текстам данных научных публикаций и использовать их в своей научно-исследовательской работе.

В-третьих, в некоторых вузах для таких степеней подготовки как магистр и аспирант существует внутреннее требование по составлению синопсиса / автореферата своей диссертации на английском языке и представление его на защите. Для осуществления этого вида деятельности также необходим навык перевода научных текстов.

Практикум представляет сборник практических материалов и заданий по отработке навыка работы с научными текстами на английском языке. В практикуме представлен базовый тезаурус (термины и речевые клише, используемые в практике перевода научных материалов), оригинальные материалы научных статей (аннотации к статьям, фрагменты текстов статей) из научных журналов, индексируемых в российской и международной базах цитирования (ВАК, РИНЦ, Scopus, Web of Science и др.), дополнительные задания по переводу научных материалов с английского языка на русский язык и с русского языка на английский язык.

Практикум может быть использован в образовательном процессе студентами и преподавателями по направлению подготовки 37.04.01 Психология, профили «Бизнес-психология» и «Прикладная психология развития».

THESAURUS

Submitting an article

Journal

Volume

Conference material / proceeding

Scopus

Web of Science

Citation impact / index

SNIP (Source-Normalized Impact per Paper)

IPP (The Impact per Publication)

SJR (SCIMago Journal Rank)

H-index

Quartile (1st, 2nd, 3^d, 4th quartile)

ISSN (International Standard Serial Number)

Discipline / field of research / section

Sciences

Arts & Humanities (A&H)

General Psychology

Applied Psychology

Experimental and Cognitive Psychology

Social Psychology

Clinical Psychology

Education

Interdisciplinary scientific research

Article

Article type:

– Article (original research or opinion), Article-in-Press (AiP), Book / Chapter, Conference paper, Editorial, Erratum, Letter, Note, Review, Short Survey¹

¹ by Elsevier <https://www.elsevier.com/?a=69451>

– Original research, Systematic review, Methods article, Protocol article, Technology report, Review article, Mini review article, Hypothesis and theory article, Perspective article, Conceptual analysis, Data report, Brief research report, General commentary, Opinion article, Book review, Erratum / Correction, Editorial)²

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Authors and Affiliations

Sections

Abstract

Keywords

² by Frontiers in Psychology <https://www.frontiersin.org/journals/psychology/sections/personality-and-social-psychology#article-types>

Introduction

The state of the problem (Statement of the research problem)

Conceptual framework

Research methodology

Materials

Methods

Procedure

Approbation

Discussion

Results

Acknowledgments

Author Contributions Statement

Conclusion

Recommendations

Footnotes

References

A Conflict of Interest Statement

Useful words and clichés

Content

Nomenclature

Data

Illustration

Diagram

Table

Figure

Concept / notion / term

Sample / sample size

Issue / problem

Scientific research (into / on the problem)

Theoretical research

Empirical research

To research the problem
The article deals with
The article presents / considers / investigates the issue
The article provides a review / analysis of (an issue)
In this paper we present
The purpose of the article is to...
The objectives of the study are
The results prove / show / indicate
The research revealed
This paper provides a critical examination of the current
state (of an issue) / future possibility of
Special attention is paid to
The analysis of the problem
Comparative analysis
Approach to the problem
Theory / paradigm
Hypothesis
The research is based on the theories / findings / concepts
The following diagnostic / statistic methods were used
Some features (of an issue) are described
According to the results of tests / questionnaires / surveys /
interviews / observation / experiment
There is a link / connection between
Evaluation
Correlation
There is a statistically proved / significant difference be-
tween
The authors report data on statistically significant differ-
ences
The level of (a feature) has increased / decreased (by 20%)
The article provides an organizing framework for the re-
search
The author defines (a notion) as

The author explains / compares / describes / criticizes / proves / disproves / reviews / introduces / presents / proposes / reveals / ascertains / examines / compiles / highlights / dwells on / concludes

A commentary on (an issue / opinion) is given

The findings are discussed in the context of (an issue or opinion)

The present research extends the understanding (of an issue)

The study opens interesting questions on (an issue)

Findings raise questions about / contribute to

The study allows in the perspective

A conclusion is drawn about

The results of the study confirmed /refuted the hypothesis about

A few suggestions are made that might serve to advance the field / boost the interest to

TRANSLATING ABSTRACTS AND KEYWORDS FROM ENGLISH INTO RUSSIAN

Translate abstracts of different types of articles and keywords to them from English into Russian. Abstracts have been taken from indexed International scientific journals and conference proceedings. Thesaurus, dictionaries and online translators can help while doing this task.

1) REVIEW ARTICLE [1]

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Experimental studies on state self-objectification: a review and an integrative process model

Abstract

This paper provides an organizing framework for the experimental research on the effects of state self-objectification on women. We explain why this body of work, which had grown rapidly in the last 20 years, departs from the original formulation of objectification theory (Fredrickson and Roberts, 1997). We compare the different operationalizations of state self-objectification and examine how they map onto its theoretical definition, concluding that the operationalizations have focused mostly on one component of this construct (concerns about one's physical appearance) while neglecting others (adopting a third-person perspective and treating oneself as a dehumanized object). We review the main findings of studies that experimentally induced state self-objectification and examined its affective, motivation-

al, behavioral, cognitive, and physiological outcomes. We note that three core outcomes of this state as specified by objectification theory (safety anxiety, reduced flow experiences, and awareness of internal body states) have hardly been examined so far. Most importantly, we introduce an integrative process model, suggesting that the reported effects are triggered by four different mechanisms: appearance monitoring, experience of discrepancy from appearance standards, stereotype threat, and activation of the “sex object” schema. We propose strategies for distinguishing between these mechanisms and explain the theoretical and practical importance of doing so.

Keywords: objectification theory, self-objectification, stereotype threat, schema activation, appearance monitoring, appearance standards, an integrative process model, experimental research

2) SYSTEMATIC REVIEW ARTICLE [2]

Darren D. Chadwick and Tracey Platt

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Investigating humor in social interaction in people with intellectual disabilities: a systematic review of the literature

Abstract

Background: Humor, both producing and appreciating, underpins positive social interactions acting as a facilitator of communication. There are clear links to wellbeing that go along with this form of social engagement. However, humor appears to be a seldom studied, cross-disciplinary area of investigation when applied to people with an intellectual disability, this review collates the current state of knowledge regarding the role of humor behavior in the social interactions of people with intellectual disabilities and their carers.

Method: A systematic review utilizing the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines was completed which aimed to explore

the current state of knowledge and quality of empirical evidence relating to humor in people with intellectual disabilities. Following this, articles were grouped thematically and summarized. A comprehensive search of four electronic databases (1954–2017) and additional search strategies yielded 32 articles which met the final inclusion criteria.

Results: Humor played a significant positive and negative role in the social interactions of people with intellectual disabilities. Research had investigated humor in the classroom and humor expression in different groups including those with autism, Down syndrome, Angelman syndrome, Williams syndrome and Rett syndrome. Few investigations directly studied humor appreciation and comprehension hence themes did not focus solely on humor production/appreciation. Humor comprehension was reportedly supported by gestures. Some groups with intellectual disabilities found non-literal humor (e.g. sarcasm, irony) more difficult to understand which may affect social relationships. Various types of humor were found to be appreciated. The role of humor in relationship development, social facilitation, creativity and stigma had all received some limited attention. Humor also played a role for carer groups in coping with and enjoying the caring role. Research varied in quality with few experimental studies and mainly quasi-experimental and well-conducted qualitative studies.

Conclusions: This review revealed the importance of humor behavior in many aspects of the social lives of people with intellectual disabilities. Limited disparate research exists pertaining to humor in this group, suggesting the need for further robust research in this area, including more high quality primary research in the areas of humor production, appreciation, comprehension and stigma.

Keywords: intellectual disability, humor, learning disability, systematic review, stigma, social support, developmental dis-

abilities, autism spectrum disorders, Williams syndrome, Down syndrome, Angelman syndrome, social interaction

3) ORIGINAL RESEARCH ARTICLE [3]

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Do narcissists enjoy visiting social networking sites? It depends on how adaptive they are

Abstract

Previous evidence suggests that narcissistic people tend to visit social networking sites (SNS) frequently, but the emotions accompanying their engagement on such sites has not been a significant subject of study. Therefore, we examined the relationship between narcissism and the affective experience on SNS in two different samples. To do so, we not only examined narcissism as a whole but also distinguished between adaptive and maladaptive narcissism. Results of the two studies consistently showed that: 1) narcissism as a whole was not correlated with the SNS affective experience; 2) maladaptive narcissism was predictive of a worse affective experience on SNS; and 3) partly due to a positive correlation with self-esteem, adaptive narcissism was associated with a better SNS affective experience. In addition, these findings held with SNS activities considered in simultaneity. The present research extends our understanding of the relationship between narcissism and social networking as well as that between emotion and social networking.

Keywords: narcissism, affective experience, emotion, self-esteem, social networking sites (SNS)

4) PERSPECTIVE ARTICLE [4]

Marleen Gillebaart

Social, Health, and Organizational Psychology, Utrecht University, Utrecht, Netherlands

The «operational» definition of self-control

Abstract

Self-control is a hot topic across disciplines. As such, consensus on defining self-control is critical for advancing both scientific progress as well as societal impact of research findings. Specifically, the emergence of initiation as a self-control component, and the notion of effortless and strategic self-control, give rise to the question whether and how to distinguish self-control from self-regulation. In this paper, I propose an operational definition of self-control, based on converging definitions from the literature as well as on the emergence of new perspectives on self-control. The TOTE-model (Test-Operate-Test-Exit) of self-regulation will serve as a basis for this definition as it gives clear guidance for the inclusion of self-control as a component of, but not synonymous to self-regulation. Ultimately, an ‘operational’ definition is proposed in which self-regulation entails scaffolding for goal pursuit, including setting standards, and monitoring discrepancies, whereas self-control entails everything that one does in the ‘operate’ phase. This perspective allows for inclusion of traditional as well as contemporary research on self-control, and can provide direction for future studies.

Keywords: self-control, self-regulation, initiation, inhibition, TOTE-model, effortful control

5) BRIEF RESEARCH REPORT ARTICLE [5]

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² Division of Humanities and Social Sciences, Pohang University of Science and Technology, Pohang, South Korea

How a good sleep predicts life satisfaction: the role of zero-sum beliefs about happiness

Abstract

Sleep, although a vital aspect of human functioning, has received scant attention in happiness research. This research ex-

amines the effect of sleep quality on life satisfaction, and one possible mechanism that bridges the two. One cognitive factor that might tie the relationship between sleep and life satisfaction is a belief about the (in) finite nature of happiness (zero-sum belief about happiness; ZBH), a mindset that occurs more under conditions of scarcity. Given the interconnections among experiences prompted by various types of scarcity (e.g., financial and calorie), we predicted that deprived cognitive resource caused by poor sleep may activate the ZBH, thereby hurting one's life satisfaction. As expected, we found that sleep quality predicted the participants' life satisfaction, even controlling for baseline variables. More importantly, this relationship was partially mediated by ZBH. This study opens interesting questions on a relatively unexamined role of non-social predictors, such as sleep, in well-being.

Keywords: sleep quality, life satisfaction, happiness, zero-sum, lay belief

6) JOURNAL ARTICLE [6]

Baudson T.G., Preckel F.

Teachers' implicit personality theories about the gifted: an experimental approach

Abstract

The implicit theories teachers hold about the gifted influence their perception of and behavior toward highly able students, thus impacting the latter's educational opportunities. Two persistent stereotypes about the gifted can be distinguished: the harmony hypothesis (gifted students are superior in almost all domains) and the disharmony hypothesis (giftedness implies maladaptive social behavior and emotional problems). The present study investigated whether teachers' implicit personality theories about the gifted are in line with the harmony or the disharmony hypothesis. Using an experimental vignette approach, we examined 321 prospective and practicing teachers' implicit per-

sonality theories (based on the big five personality framework) about students described along three dimensions (ability level, gender, and age, resulting in 8 different vignettes), controlling for teachers' age, gender, experience with gifted students, and knowledge about giftedness. Ability level had the strongest effect on teachers' ratings (partial $\eta^2 = .60$). Students described as gifted were perceived as more open to new experiences, more introverted, less emotionally stable, and less agreeable (all $ps < .001$). No differences were found for conscientiousness. Gender and its interaction with ability level had a small effect (partial $\eta^2s = .04$ and $.03$). Thus, teachers' implicit personality theories about the gifted were in line with the disharmony hypothesis. Possible consequences for gifted identification and education are discussed.

7) RESEARCH ARTICLE [7]

Franzis Preckell¹, Tanja Gabriele Baudson², Sabine Krolak-Schwerdt³

¹ University of Trier, Germany

² University of Duisburg-Essen, Germany

³ University of Luxembourg, Luxembourg

Gifted and maladjusted? Implicit attitudes and automatic associations related to gifted children

Abstract

The disharmony hypothesis (DH) states that high intelligence comes at a cost to the gifted, resulting in adjustment problems. We investigated whether there is a gifted stereotype that falls in line with the DH and affects attitudes toward gifted students. Preservice teachers ($N = 182$) worked on single-target association tests and affective priming tasks. High intelligence was more strongly associated with gifted than with average-ability students. Adjustment problems were more strongly associated with gifted than with average-ability students for males only. Attitudes toward gifted students were neutral when no compo-

ment of the DH was activated but were negative toward gifted males when adjustment difficulties were activated. Implicit associations and attitudes were in line with the DH—but only for male students.

Keywords: giftedness, disharmony hypothesis, stereotype, implicit association, implicit attitude

8) RESEARCH ARTICLE [8]

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How an early transition to high-ability secondary schools affects students' academic self-concept: contrast effects, assimilation effects, and differential stability

Highlights

- Examining academic self-concept of students with and without an early transition

- Co-existence of negative contrast and positive assimilation effects

- The assimilation effect was stronger than the contrast effect at t1 but not at t2.

- Higher mean levels for students with early transition at t1 and t2

- Stronger drop of academic self-concept for students with early transition

Abstract

This study examined the operation of contrast and assimilation effects, and the development of academic self-concept of students in the education system of the German federal state Berlin. One group of students experienced an early transition to high-ability secondary schools while the other group experienced the regular transition after sixth grade. The early transition was found to bear an assimilation effect on academic self-

concept which was stronger than the contrast effect immediately after early transition but weaker at the end of the first school year after early transition. The early transition did not affect the normative stability of academic self-concept between two measurement points. Students with an early transition displayed higher levels of academic self-concept at both measurement points but a more substantial decline in academic self-concept than students experiencing regular transition. The findings are discussed in the context of the debate on tracking and acceleration practices in education systems.

Keywords: academic self-concept, contrast effect, assimilation effect, social comparison processes, ability grouping

9) JOURNAL ARTICLE [9]

Perevozkin S.B.1, Andronnikova O.O.2, Perevozkina Y.M.2

1 State University of Economics and Management

2 Federal State Budgetary Educational Institution of Higher Education “Novosibirsk State Pedagogical University”

Role structure of adolescents in interaction

Abstract

Introduction. The article investigates the problem of interpersonal interaction among adolescents – a generation growing in a rapidly changing world. The purpose of the article is to identify the role structure of adolescents in the context of interpersonal interaction.

Materials and Methods. The study was conducted using a sample of 139 adolescents (62 boys and 77 girls) aged between 13 and 15 years in grades 7–9 of comprehensive schools in Novosibirsk. The study uses a projective method and questionnaires in order to gain insights into manifestation of roles within interpersonal interaction among adolescents, role conflict and characteristics of interactions and relationships of adolescents in the group.

Results. The authors report data on statistically significant differences in the manifestation of role-playing positions and

role conflict depending on sex, friends and orientation of adolescents $p < 0.05$ (t-Student's test), as well as the significant positive and negative correlations between role images and the evaluation of interpersonal interactions in the group $p < 0.05$ test (r-S pearman test). It is argued that adolescents who have an unstable worldview are prone to negative influences, especially those who experience interpersonal difficulties. It is proposed to consider interpersonal interaction within the framework of symbolic interactionism, which suggests that the basis of interpersonal interaction is the role behavior of the subject. The thesis about cultural fixation of basic roles participating in interpersonal interaction is covered. It is substantiated that the study of adolescence in the context of the role-based approach makes it possible to bring the understanding of the problem of interpersonal interaction to a new level.

Conclusions. Based on the results obtained, a conclusion is drawn about the peculiarities of the role structure of adolescents in interpersonal interaction.

Keywords: interpersonal interaction; sphere of contacts; group; role; role behavior; role conflict; adolescents

10) CONFERENCE PROCEEDINGS ARTICLE [10]

Bezrukova N., Barkanova O., Bezrukov A.

Krasnoyarsk State Pedagogical University named after V.P. Astafiev, Krasnoyarsk, Russia

Identification and development of potentially gifted students in the network research community of pedagogical university and rural schools: methodological and methodic aspects

Abstract

Nowadays launched worldwide programs for the gifted comprise 2-10% of population that is significantly less than the existing necessity. The most number of the potentially gifted children remains unrevealed because either the necessary diag-

nostic research is not conducted or the used methods are not capable of revealing the potential (hidden) giftedness. This is especially typical of rural schools of the Russian hinterland. In this paper we present methodological basis for creation a system for identifying and developing potentially gifted students of rural schools as well as psychological diagnostic methods to identify students with potential talent. As for developing the potentially gifted students the idea is to involve them in the work of the network research community bringing together academic researchers, students of pedagogical university, teachers and students of rural schools. The organization of their communication with gifted adults, enriching their individual living environment, involvement in innovative forms of learning in the network research community will be performed taking into account the enrichment education model by J. Renzulli and S.M. Reis.

Keywords: potential giftedness, rural school, methodology, remote technologies, network research community

11) RESEARCH ARTICLE [11]

Petrishchev V.I., Barkanova O.V.

Krasnoyarsk State Pedagogical University named after V.P. Astafiev, Krasnoyarsk, Russia

Socio-Psychological Adaptation of Migrant and Russian School Children to Polycultural Educational Environment of Modern Schools

Abstract

The article deals with the issues connected with the peculiarities of socio-psychological adaptation of migrant and Russian schoolchildren of different age groups to the polycultural educational environment of schools in Russia. The study was conducted in a number of schools in Krasnoyarsk and Sosnovoborsk in Krasnoyarsk region (Siberia), Russia, and comprised 200 schoolchildren. The research revealed that the level of sociopsychological adaptation of Russian children was higher only

among junior schoolchildren in comparison to migrant children, whereas both Russian and migrant adolescent and senior schoolchildren feel adapted enough. The research results proved that psychological work on development and improvement of adaptation problems among migrant schoolchildren should be aimed at development of communicative and behavioural competence, emotional and personality well-being and self-actualization.

Keywords: socio-psychological adaptation to polycultural educational environment, junior, adolescent and senior migrant school children, communicative and organizational skills, conflict and coping behavioural strategies, anxiety, emotional well-being, self-acceptance, self-actualization

12) RESEARCH ARTICLE [12]

Barkanova O.V.1, Potapova E.V.2

1 Krasnoyarsk State Pedagogical University named after V.P. Astafiev, Krasnoyarsk, Russia

2 Siberian Federal University, Krasnoyarsk, Russia

The features of self-esteem and ideas about family roles of people with an androgyne gender

Abstract

The article deals with the issues connected with the problem of gender identity of a personality and the features of self-esteem and ideas about family roles of young and adult people with an androgyne gender. The empirical study conducted in a number of organizations in the city of Krasnoyarsk was aimed at revealing the types of gender identity among employed people aged 18–40 and also at studying the features of their self-esteem and ideas about family roles. The results of the study presented in the article confirmed the hypothesis about the prevalent androgyne gender among modern people and the availability of an adequate self-esteem among androgynes. Comparing to other gender types, androgynes have more differentiated ideas about family roles and the assignment of family functions.

Keywords: gender, gender identity, androgyne, masculine, feminine gender, self-esteem, ideas about family roles

13) RESEARCH ARTICLE [13]

Megan Foley-Nicpon, Susan G. Assouline, Staci Fosenburg
The University of Iowa, Iowa City, USA

The relationship between self-concept, ability and academic programming among twice-exceptional youth

Abstract

Researchers investigated the self-concept profiles of twice-exceptional students in relationship to their cognitive ability and participation in educational services. All subjects (N = 64) had high ability (IQ score at or above the 90th percentile) and were diagnosed with either an autism spectrum disorder (ASD; n = 53) or specific learning disability (SLD; n = 11). Self-concept and ability measures were administered as a part of comprehensive evaluations to assess for co-existing high ability and disability. Despite the presence of a disability, overall self-concept profiles were in the average range, suggesting either cooccurring high ability serves as a protective mechanism or a possible positive illusory bias among participants. There was no relationship between ability, educational services, and self-concept, implying that high cognitive ability and related educational interventions are independent of how twice-exceptional students feel about themselves. Findings raise questions about the precision of traditional identification models in selecting twice exceptional students for participation in gifted education programming.

Keywords: self-concept, autism spectrum disorder, specific learning disabilities, twice-exceptional, gifted students

14) RESEARCH ARTICLE [14]

William H. Batchelder, Gregory E. Alexander
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Insight problem solving: a critical examination of the possibility of formal theory

Abstract

This paper provides a critical examination of the current state and future possibility of formal cognitive theory for insight problem solving and its associated “aha!” experience. Insight problems are contrasted with move problems, which have been formally defined and studied extensively by cognitive psychologists since the pioneering work of Alan Newell and Herbert Simon. To facilitate our discussion, a number of classical brainteasers are presented along with their solutions and some conclusions derived from observing the behavior of many students trying to solve them. Some of these problems are interesting in their own right, and many of them have not been discussed before in the psychological literature. The main purpose of presenting the brainteasers is to assist in discussing the status of formal cognitive theory for insight problem solving, which is argued to be considerably weaker than that found in other areas of higher cognition such as human memory, decision-making, categorization, and perception. We discuss theoretical barriers that have plagued the development of successful formal theory for insight problem solving. A few suggestions are made that might serve to advance the field.

Keywords: insight problems, move problems, modularity, problem representation

15) RESEARCH ARTICLE [15]

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Common cognitive control processes underlying performance in task switching and dual task contexts

Abstract

In the present study, participants performed highly comparable task-switching and dual-task paradigms, and the paradigm-specific performance costs were analysed in the context of the commonly postulated core components of cognitive control (i.e., working memory updating, inhibition, and shifting). In the task-switching paradigm, we found switch costs (i.e., switch trials vs. repetition trials) and mixing costs (i.e., repetition trials in mixed-task blocks vs. single-task trials). In the dual-task paradigm, we observed a psychological refractory period (PRP) effect (i.e., Task 2 [T2] performance after short stimulus-onset asynchrony [SOA] vs. long SOA), dual-task costs (i.e., T2 dual-task performance with a long SOA in trials with a task repetition between Task 1 [T1] and T2 vs. single-task performance), and switch costs in T2 (i.e., dual-task performance in trials with a switch between T1 and T2 vs. dual-task performance in trials with a repetition between T1 and T2). A within-subjects comparison of the performance costs showed a correlation between mixing costs and dual-task costs, possibly indicating shared underlying cognitive control processes in terms of working memory updating. Surprisingly, there was also a correlation between switch costs and the PRP effect, presumably suggesting that cognitive control, as opposed to passive queuing of response selection processes, contributes to the PRP effect.

Keywords: cognitive control, task switching, dual tasks, PRP effect

16) ORIGINAL RESEARCH [16]

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Psychological resources, satisfaction, and career identity in the work transition: an outlook on Sicilian college students

Abstract

Background: The phases of career building today bring out a more complex process than in previous decades. Starting from the literature review, the university-to-work transition is considered a very important step in the future career of the graduates, and it involves some psychological resources and requires specific abilities.

Methods: Research has examined the psychological resources that students at the end of a degree course can use in the university-to-work transition. The aim of the study is to verify the relationship between academic satisfaction and career identity, and the mediational role of readiness and confidence on this relationship. A group of 438 students were assigned to complete a questionnaire in order to examine the relationship between academic satisfaction and career identity and the role of core components of psychological resources: readiness and confidence as mediator.

Results: The results indicated both a direct relationship between academic satisfaction and career identity and a mediated relationship with the influence of readiness and confidence for a transition. Adding to our results, we assert that academic satisfaction has a directed effect on confidence during the transition and is a predictor of career identity, both directly and by the mediation of readiness in career transitions.

Conclusion: Career identity has implication for exploratory behavior, thus increasing the motivation and mindfulness that create a virtuous circle, influencing the development of knowledge and skills, which are the base of proactivity and confidence in construction of one's future career.

Keywords: career, transition, identity, satisfaction, resources

17) STUDY PROTOCOL [17]

Nikita K. Schoemaker, Gabrine Jagersma, Marije Stoltenborgh, Athanasios Maras, Harriet J. Vermeer, Femmie Juffer and Lenneke R.A.

The effectiveness of video-feedback intervention to promote positive parenting for foster care (VIPP-FC): study protocol for a randomized controlled trial

Abstract

Background

Foster children are at higher risk of the development of behavior and emotional problems, which can contribute to the development of insecure attachment bonds with their foster parents and (subsequently) to placement breakdown. Sensitive parenting might minimize the adverse effects of the behavior and emotional problems. Video-feedback Intervention to promote Positive Parenting and Sensitive Discipline in Foster Care (VIPP-FC) is an adaptation of the evidence-based Video-feedback Intervention to promote Positive Parenting and Sensitive Discipline (VIPP-SD) and aims at increasing sensitive parenting and the use of sensitive discipline strategies of foster parents. The current study is the first to examine the effectiveness of VIPP-FC.

Methods

A randomized controlled trial is used with 60 foster parent-child dyads (intervention group n=30, control group n=30). The primary outcomes are parental sensitivity, parental disciplining, and parental attitudes towards parenting. Data about attachment (in)security, behavioral and emotional problems, neurobiological parameters, and possible confounders is additionally collected.

Discussion

Examining the effectiveness of VIPP-FC contributes to the knowledge of evidence-based prevention and intervention programs needed in foster care practice.

Keywords: attachment, coercion theory, sensitivity, foster care, early childhood, RCT, intervention, video feedback

18) RESEARCH ARTICLE [18]

M.E.S. Loevaas, A.M. Sund, J. Patras, K. Martinsen, O. Hjemdal, S.-P. Neumer, S. Holen and T. Reinfjell

Emotion regulation and its relation to symptoms of anxiety and depression in children aged 8-12 years: does parental gender play a differentiating role?

AbstractBackground

Symptoms of anxiety and depression are prevalent and highly comorbid in children, contributing to considerable impairment even at a subclinical level. Difficulties with emotion regulation are potentially related to both anxious and depressive symptoms. Research looking at maternal contributions to children's mental health dominates the literature but ignores the potentially important contributions of fathers.

Method

The present study is part of the Coping Kids study in Norway, a randomized controlled study of a new indicated preventive intervention for children, EMOTION. EMOTION aims to reduce levels of anxious and depressive symptoms in children aged 8–12 years. Using cross sectional data and multiple regression analyses, we investigated the relations between anxious and depressive symptoms and emotion regulation in n=602 children. Symptoms were reported by the child, mothers and fathers. Emotion regulation was reported by mothers and fathers.

Results

Symptoms of anxiety, as reported by parents, were associated with poorer emotion regulation. This association was also demonstrated for depressive symptoms as reported by both parents and children. When analyzing same gender reports, parental gender did not differentiate the relationship between anxiety symptoms and emotion regulation. For depressive symptoms,

we did find a differentiating effect of parental gender, as the association with dysregulation of emotion was stronger in paternal reports, and the association with adaptive emotion regulation was stronger in maternal reports. When using reports from the opposite parent, the emotion regulation difficulties were still associated with depressive and anxiety symptoms, however exhibiting somewhat different emotional regulation profiles.

Conclusion

Problems with emotion regulation probably coexists with elevated levels of internalizing symptoms in children. In future research, both caregivers should be included.

Trial registration

The regional ethics committee (REC) of Norway approved the study. Registration number: 2013/1909; Project title: Coping Kids: a randomized controlled study of a new indicated preventive intervention for children with symptoms of anxiety and depression. ClinicalTrials.gov; Protocol ID 228846/H10.

Keywords: emotion regulation, anxiety, depression, children

19) RESEARCH ARTICLE [19]

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Intimate partner violence risk assessment in community health facilities: a multisite longitudinal study

Abstract

The remarkable development of tools for the structured assessment of violent reoffending of intimate partner aggressors coexists with a relative scarcity of tools adapted for the diversity of community facilities for women who suffer intimate partner violence (IPV). This situation prompted the development of the RVD-Bcn in Catalonia (Spain). The present multisite prospective study is the first to test the predictive validity of this tool for IPV risk assessment in a sample different to the original.

Trained assessors interviewed 321 women in five community health facilities in Córdoba (Argentina); 230 of them completed a follow-up that ranged from 47 to 311 days. Incidents of physical IPV, including serious threats and forced sex, were recorded prospectively. Rates of IPV in the low, moderate and high-risk groups were 10, 57, and 33 percent, respectively. The summary risk ratings were significantly associated with the occurrence of violence during follow-up, as were RVD scores (ROC-AUCs = .88 and .89, respectively). Low-risk participants not only suffered fewer IPV events than participants in the moderate and high-risk group, but also suffered them later in time. The most accurate predictive model of IPV included total scores and a dichotomised variable of low vs. moderate-high summary risk rating. Findings contribute to the emerging practice of including structured violence risk assessment in Latin American professional contexts and institutions.

Keywords: intimate partner violence, structured risk assessment, community health facilities, prospective.

20) RESEARCH ARTICLE [20]

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Teacher's job satisfaction on elementary school: relation to learning environment

Abstract

Background

Teacher's job satisfaction had the effect for teacher job quality and productivity. The learning environment has contributed to teacher's job satisfaction. The objectives of this study are to analyze teacher's job satisfaction of elementary school on excellence school and low achievement school in urban and suburban areas in Banjarmasin, to analyze the learning environment

of elementary school on excellence school and low achievement school in urban and suburban in Banjarmasin, and to analyze the relation between learning environment and teacher's job satisfaction.

Methods

The research method was cross-sectional survey design and a standardized questionnaire to collect data from respondents. The number of respondents was 247 teachers. The Teaching Satisfaction Scale (TSS) was used to measure teacher's job satisfaction. School Level Environment Questionnaire (SLEQ) instrument had been used to measure the learning environment. The ANOVA was used to analyze the relationship between learning environment and teacher satisfaction. The job satisfaction in excellent school is better than low achievement school in both urban and suburban areas.

Results

The result of stepwise regression analysis showed that the learning environment also contributes to teacher's job satisfaction.

Conclusions

This study also found that school climate has a strong influence on teacher's job satisfaction.

Keywords: teacher's job satisfaction, learning environment, TSS, SLEQ, ANOVA, elementary school.

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TRANSLATING ABSTRACTS AND KEYWORDS FROM RUSSIAN INTO ENGLISH

Translate abstracts of different types of articles and keywords to them from Russian into English. Abstracts have been taken from indexed Russian scientific journals (№1-16) and students' conference proceedings (№17-20). Thesaurus, dictionaries and online translators can help while doing this task.

1) Омельченко Е.А., Чеснокова Г.С., Агавелян Р.О. [1]

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Самовыражение в системе ценностных ориентаций будущих педагогов дошкольного образования

Ключевые слова: самовыражение; самопрезентация; самораскрытие; будущие педагоги; профессия педагога; профессиональная деятельность; реализация жизненных ценностей; ценности студентов

Аннотация

Проблема и цель. В статье раскрывается актуальная проблема подготовки будущих педагогов для системы дошкольного образования, связанная с представленностью самовыражения в системе ценностей, которые они могут демонстрировать при выполнении профессиональной деятельности. Целью стало определение особенностей самовыражения в выявленном нами содержании системы ценностных ориентаций будущих педагогов, соотнесение полученных данных с ценностями зарубежных студентов и ценностями учащихся других вузов нашей страны.

Методология. Содержание системы ценностных ориентаций респондентов выяснялось с помощью морфологического теста жизненных ценностей (В.В. Сопов, Л.В. Кар-

пушина). Выборку составили 116 студентов. Для описания ценностей зарубежных студентов анализировались публикации, содержащие соответствующие данные.

Результаты. В результате исследования выявлено, что для успешного решения задач профессиональной деятельности, касающихся взаимодействия с другими людьми, будущим педагогам дошкольного образования, необходимо во время обучения в вузе приобрести положительный опыт самовыражения. В самовыражении выделены две стороны: внутренняя (самораскрытие) и внешняя (самопрезентация), позволяющие педагогу успешно раскрывать другим людям то, что для него значимо, и создавать в их представлении желаемый образ самого себя. Подчеркивается, что основой самовыражения выступают ценностные ориентации личности. Отмечается, что самовыражение может присутствовать в них как самостоятельный элемент, или является составляющей частью других ценностей, или в нем ценности личности находят свое отражение. Анализ отечественных и зарубежных исследований показал отличия в системах ценностных ориентаций обучающихся в вузах, состоящие в том, что у зарубежных студентов на первом месте ценности, связанные с социальными контактами, что демонстрирует их ориентацию на положительное самовыражение во взаимодействии с другими людьми, а у российских студентов преобладает ориентация в самовыражении на самих себя – собственные потребности, желания, настроение и т. д.

Заключение. Результаты позволили сделать вывод, что для будущих педагогов дошкольного образования, обучающихся на первом курсе Института детства НГПУ, значимы такие ценности, как социальные контакты, саморазвитие, креативность, достижения.

2) Каргина А.Е., Морозова И.С., Сахарчук (Будич) Н.Ю., Шамовская Т.В. [2]

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Особенности личностного самоопределения взрослых людей с ограниченными возможностями здоровья

Ключевые слова: личностное самоопределение; период взрослости; инвалидность; локус контроля; осмысленность жизни

Аннотация

Проблема и цель. В статье рассматривается проблема выявления специфики процесса личностного самоопределения в период взрослости в зависимости от наличия или отсутствия ограниченных возможностей здоровья. Цель статьи состоит в определении особенностей статического и динамического аспектов личностного самоопределения взрослых людей с ограниченными возможностями здоровья.

Методология. Сбор данных осуществлялся с помощью методик: «Самоактуализационный тест» (Э. Шостром), «Смысложизненные ориентации» (Д.А. Леонтьев), «Уровень субъективного контроля» (Е.Ф. Бажин, Е.А. Голынкина, А.М. Эткинд), анкета для изучения личностного самоопределения. Полученные данные были проинтерпретированы и подвергнуты статистическому анализу с помощью корреляционного анализа и t-критерия Стьюдента. Выборку составили 120 человек, половина из них – люди с ограниченными возможностями здоровья.

Результаты. Авторы установили, что личностное самоопределение во взрослом возрасте имеет определенные особенности в зависимости от наличия или отсутствия ограниченных возможностей здоровья. Определено, что взрослые люди с ограниченными возможностями здоровья имеют низкий уровень интернальности, отрицают возможности сознательного контроля событий своей жизни. Они демонстрируют неудовлетворенность той частью жизни, которую

уже прожили, считая ее мало продуктивной и неосмысленной, скептически относятся к определению целевых ориентиров будущего.

Заключение. Делается вывод о том, что у взрослых людей личностное самоопределение имеет особенности в зависимости от наличия или отсутствия у них ограниченных возможностей здоровья. Взрослые люди, имеющие инвалидность, характеризуются низким уровнем осмысленности жизни, преобладанием внешнего локуса контроля. У них отсутствует целостное восприятие собственной жизни, фиксируется ригидность при реализации субъективных ценностей в поведении и взаимодействии с другими людьми, а также отсроченный во времени способ реагирования на изменяющуюся ситуацию. Выявленные особенности могут быть использованы в процессе организации доступной среды для взрослых людей с ограниченными возможностями здоровья.

3) Барканова О.В., Петрищев В.И. [3]

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Особенности социально-психологической адаптации подростков из семей мигрантов

Ключевые слова: Социально-психологическая адаптация, подростки из семей мигрантов, принятие себя, принятие других, эмоциональный комфорт, локус контроля, доминирование, коммуникативные и организаторские склонности, копинг-поведение, коммуникативная и поведенческая компетентность, эмоциональное благополучие и созависимость, сила Я.

Аннотация

В статье рассматриваются вопросы, связанные с особенностями социально-психологической адаптации подростков из семей мигрантов к поликультурному образо-

вательному пространству современной школы. С помощью математико-статистических методов обработки эмпирических данных в психологии были исследованы взаимосвязи показателей адаптации, коммуникативных склонностей, копинг-поведения подростков; выявлены кластеры, которые легли в основу трехкомпонентной модели социально-психологической адаптации. В качестве компонентов социально-психологической адаптации подростков-мигрантов выделены «Коммуникативная и поведенческая компетентность», «Эмоциональное благополучие и созависимость», «Сила Я». Авторы рекомендуют выстраивать психологическое сопровождение и психокоррекционную работу с дезадаптированными подростками по трем выделенным направлениям.

4) Соколова А.В. [4]

ФГАОУ ВО «Российский государственный профессионально-педагогический университет», Нижний Тагил, РФ

Психолого-педагогическое сопровождение подвижной игры дошкольников

Ключевые слова: подвижная игра, сюжет, двигательные действия, правила, предмет игры, конструкт подвижной игры, условия психологопедагогического сопровождения

Аннотация

Проблема и цель. В статье раскрываются условия психолого-педагогического сопровождения подвижной игры дошкольников. Характеризуется понятие «подвижная игра», описываются основные структурные составляющие подвижной игры, представлена структура конструкта подвижной игры. Анализ педагогической теории и практики позволил выявить противоречие между требованиями федерального государственного образовательного стандарта дошкольного образования к развитию двигательной активно-

сти дошкольников и отдельными недостатками в применении потенциала подвижной игры.

Цель статьи заключается в раскрытии условий психолого-педагогического сопровождения подвижной игры дошкольников.

Методологию исследования составляют анализ и обобщение нормативно-правовых документов в сфере дошкольного образования, а также научноисследовательских работ ученых по проблеме организации подвижной игры дошкольников.

Результаты. На основе исследования проблемы психолого-педагогического сопровождения в научной литературе охарактеризовано понятие «подвижная игра», описаны основные структурные составляющие подвижной игры, представлена структура конструкта подвижной игры, выявлены и охарактеризованы условия психолого-педагогического сопровождения подвижной игры дошкольников: понимание специфики структурных компонентов подвижной игры (сюжет, двигательные действия для достижения цели, правила, предмет игры); учет требований к организации подвижной игры (построение участников до начала игры, выбор места расположения занимающихся во время объяснения игры, распределение обязанностей между играющими, разметка поля, раздача и уборка средств); учет особенностей проведения подвижных игр (объяснение игры, ведение игры, команды и сигналы к игре, замечания и указания играющим, дозировка нагрузки); учет требований, предъявляемых к окончанию игры и подведению итогов; создание конструкта подвижной игры (роли, предмет, правила, игровые действия, схема).

Заключение. Предложенная в статье система условий психолого-педагогического сопровождения подвижной игры позволит педагогам эффективно организовывать рабо-

ту по развитию двигательной активности дошкольников.

5) Домбровская М.Г. [5]

ФГБОУ ВО «Уральский государственный университет физической культуры», Челябинск, РФ

Методика становления готовности педагога к патриотическому воспитанию подростков

Ключевые слова: методика, готовность, патриотическое воспитание, педагог, подростки.

Аннотация

Проблема и цели. В данной статье представлена методика, направленная на повышение уровня готовности педагога к патриотическому воспитанию подростков. Выявлена актуальность и социальная значимость педагога готового к патриотическому воспитанию. Цель статьи – описать методику становления готовности педагога к патриотическому воспитанию подростков. Разработка методики рассматривается в контексте реализации Федерального закона «Об образовании в Российской Федерации» и Государственной программы «Патриотическое воспитание граждан Российской Федерации на 2016-2020 годы». Методология. Методика представляет единство цели, принципов, содержания, форм, методов и средств педагогического содействия, направленных на достижение качественных изменений в становлении готовности педагога к воспитанию патриотизма. В методике описаны этапы становления готовности учителя, дана подробная характеристика некоторых форм и методов педагогического содействия. В заключении делаются выводы об эффективных результатах внедрения методики на базе двух школ города Челябинска.

6) Балганова Е.В. [6]

ФГБОУ ВПО «Сибирский институт управления», филиал Российской академии народного хозяйства и государственной службы при Президенте РФ, Новосибирск, РФ

Педагогическое обеспечение профессиональной подготовки бакалавров менеджмента

Ключевые слова: профессиональная подготовка, бакалавры менеджмента, педагогическое обеспечение, структура педагогического обеспечения, сформированность профессиональных компетенций.

Аннотация

Цель статьи – представить результаты проведенного педагогического исследования, касающегося разработки и апробации модели педагогического обеспечения профессиональной подготовки бакалавров менеджмента. В статье на основе анализа и обобщения публикаций исследователей и практики образовательной деятельности представлено авторское понимание педагогического обеспечения, включающего в себя совокупность взаимосвязанных и взаимообусловленных компонентов: целевого, теоретико-методологического, содержательного, технологического, результативного, что позволило создать модель педагогического обеспечения. Данная модель апробировалась в ходе опытно-экспериментального обучения бакалавров по конкретной образовательной программе. Результаты апробации оценивались по итогам освоения обучающимися образовательной программы, т.е. по уровню сформированности у бакалавров профессиональных компетенций. При этом помимо традиционных методов оценки, применялось изучение удовлетворенности качеством подготовки специалистов путем анкетирования работодателей. Сделаны выводы о положительном влиянии разработанного автором педагогического обеспечения на повышение результативности профессиональной подготовки и достижения более высоких результатов обучения.

7) Безрукова Н.П.1, Барканова О.В.1, Безруков А.А.1, Селезова Е.В.2, Тазьмина А.В.3. [7]

1 ФГБОУ ВО «Красноярский государственный педагогический университет им. В.П. Астафьева», Красноярск, РФ

2 КГАОУ «Школа космонавтики», Железногорск, РФ

3 МКОУ Тагарская СОШ, РФ

Выявление и развитие потенциально одаренных учащихся сельских школ: проблемы и подходы к их решению

Ключевые слова: потенциальная одаренность, учащиеся сельской школы, методы диагностики потенциальной интеллектуальной одаренности, сетевое исследовательское сообщество взрослых и детей

Аннотация

По оценкам специалистов значительное количество потенциально одаренных учащихся сельских школ остается невыявленным, потому что соответствующие диагностические исследования либо не проводятся, либо используемые методы не дают возможности обнаруживать потенциальную одаренность. Цель выполняемого нами исследования заключается в обосновании теоретических основ и разработке системы выявления и сопровождения учащихся с потенциальной интеллектуальной одаренностью, проживающих в сельской местности. В статье приведено обоснование применения системного, личностно-ориентированного и информационно-деятельностного подходов в качестве методологического основания разрабатываемой системы, обозначены методические задачи. В качестве образовательной среды для развития потенциальной одаренности предлагается сетевое исследовательское сообщество, объединяющее преподавателей и студентов педагогического университета, учителей и учащихся сельских школ. Приведены результаты пилотажного исследования, основная задача которого заключается в

оценке эффективности диагностического инструментария для выявления учащихся с потенциальной интеллектуальной одаренностью.

8) Жукова О.В.1, Киргуева Ф.Х.1, 2 [8]

1 ФГБОУ ВО «Северо-Осетинский государственный университет имени Коста Левановича Хетагурова», Владикавказ, РФ

2 ГБОУ ВО «Северо-Осетинский государственный педагогический институт», Владикавказ, РФ

Сущностная характеристика междэтнической толерантности

Ключевые слова: толерантность, междэтническая толерантность, терпимость, функции толерантности

Аннотация

В статье рассматривается сущность понятий «толерантность», «междэтническая толерантность». В основе понятия «толерантность» издавна была терпимость, высказанная впервые Аристотелем. Долгое время идея терпимости распространялась в основном на лояльное отношение к инаковерующим. С развитием в обществе культуры терпимость интерпретируется как проявление симпатии, умеренности, равновесия и др. В условиях современной социальной, экономической и политической нестабильности проблема толерантности приобретает особую актуальность. В настоящее время в процессе взаимодействия и взаимовлияния народов особую актуальность приобрела междэтническая толерантность. Понятие «междэтническая толерантность» рассматривается через разные подходы: индивидуально-личностный (нравственная позиция и психологическая готовность личности к взаимодействию с людьми иной национальности), аксиологический (другой человек, другой этнос выступают как ценность, как данность), социокультурный (гибкость; эмпатийность; отсутствие категоричности в суждениях), эт-

нопсихологический (этническая идентичность – составная часть социальной идентичности личности). Воспитание межэтнической толерантности – это педагогический процесс, основными задачами которого являются: актуализация значимости воспитания межэтнической толерантности, создание среды влияния на ее воспитание, организация воспитательного процесса с учетом индивидуальных и возрастных особенностей воспитуемых.

9) Леонтьев Д.А. [9]

ФГБОУ ВПО «МГУ им. М.В. Ломоносова», Москва, РФ

Понятие мотива у А.Н. Леонтьева и проблема качества мотивации

Ключевые слова: мотивы, цели, смысл, теория деятельности, теория самодетерминации, интерес, внутренняя и внешняя мотивация, качество мотивации

Аннотация

В статье рассматривается становление понятия мотива в теории А.Н. Леонтьева в соотнесении с идеями К. Левина, а также с различием внешней и внутренней мотивации и понятием континуума регуляции в современной теории самодетерминации Э. Деси и Р. Райана. Раскрыто разведение внешней мотивации, основанной на награде и наказании, и «естественной телеологии» в работах К. Левина и (внешнего) мотива и интереса в ранних текстах А.Н. Леонтьева. Подробно рассмотрено соотношение мотива, цели и смысла в структуре мотивации и регуляции деятельности. Вводится понятие качества мотивации как меры согласованности мотивации с глубинными потребностями и личностью в целом и показывается взаимодополнительность подходов теории деятельности и теории самодетерминации к проблеме качества мотивации.

10) Веракса А.Н., Якушина А.А. [10]

ФГБОУ ВПО «МГУ им. М.В. Ломоносова», Москва, РФ

Апробация методики «Исследование мысленного представления движений у детей»

Ключевые слова: психология спорта, мысленная тренировка, мысленный образ, мысленное представление, апробация методики, юные спортсмены

Аннотация

Актуальность. Актуальность работы обусловлена отсутствием в отечественном психологическом инструментарии специальной методики, необходимой для оценки способности к образному представлению движений у юных спортсменов.

Цель. Цель работы – апробация на русскоязычной выборке методики «Исследование мысленных представлений движений у детей (Movement Imagery Questionnaire for Children – MIQ-C)», разработанной канадскими исследователями (Р. Мартини с коллегами).

Метод. Анализ исследований, в которых демонстрируется важность использования мысленных образов в тренировочном процессе. Эмпирическое исследование образного представления движений у 112 российских детей-спортсменов 7-12 лет с помощью предварительно адаптированной методики MIQ-C.

Результаты. Выявлены основные виды мысленных образов, которые чаще всего используют юные спортсмены: представления от первого лица, от третьего лица и представление работы мышц. Последнее (кинестетическое) представление является наиболее сложным для детей. Наиболее высокие показатели использования всех трех способов отмечены у детей 9-10 лет. Сравнение результатов, полученных на российской выборке, с результатами канадских исследователей показало, что российские юные спортсмены оценивают свои возможности мысленного представления движений несколько выше, чем их сверстники из Канады.

Выводы. Необходимо расширить выборку, подобрав спортсменов тех видов спорта, которые не представлены на данном этапе работы, и провести проверку валидности русскоязычного варианта методики на расширенной выборке.

11) Бойко Е.А. [11]

ГАОУ ВО ЛО «Ленинградский государственный университет им. А.С. Пушкина», Санкт-Петербург, РФ

Особенности личности амбидекстров в возрасте 25–45 лет

Ключевые слова: амбидекстрия, функциональная асимметрия, личность.

Аннотация

В статье представлен анализ понятий «личность», «функциональная асимметрия». Также описаны результаты эмпирического исследования, посвященного оценке особенностей личности амбидекстров в возрасте 25–45 лет. В качестве контрольных групп выступали группы левшей и правшей. Было показано, что особенностью личности амбидекстров, в сравнении с контрольными группами, является большая ориентация на социальное окружение и большая зависимость от мнения референтной группы. Одновременно с этим отмечаются более низкие показатели личностного адаптационного потенциала.

12) Маркина Н.В. [12]

ГБУ ДПО «Челябинский институт переподготовки и повышения квалификации работников образования», Челябинск, РФ

Событийный характер выездных форм работы с одаренными учащимися

Ключевые слова: одаренность, событие, образовательное событие, рефлексия, психологическая топология личности.

Аннотация

Рассмотрены субъектно-деятельностный, экзистенциально-психологический и событийный подход к развитию одаренности. Акцент сделан на выездных формах работы, стимулирующих творчество и познание одаренных учащихся. Предложен эмпирический дизайн исследования событийного характера выездных форм работы с одаренными учащимися, включающий временной и пространственный аспекты. Временной аспект направлен на изучение характера и закономерностей распределения событий на хронологической оси, а также динамики рефлексии отражения времени в сознании одаренных учащихся. Пространственный аспект направлен на изучение рефлексии природного и социокультурного пространства, ритма и плотности переживания субъектом своей творческой и познавательной деятельности. Представлены результаты эмпирического исследования динамики рефлексии времени и пространства одаренных учащихся в условиях выездной сессии Открытого лица «Экология творчества» Челябинского Дворца пионеров и школьников им. Н.К. Крупской. Данная исследовательская процедура предложена в качестве инструмента анализа эффектов различных образовательных пространств для поддержки и развития одаренных детей.

13) Егоров Д.М. [13]

ФГАОУ ВО «Национальный исследовательский Томский государственный университет», Томск, РФ

Избирательность восприятия лживых сообщений в зависимости от половой принадлежности

Аннотация

Раскрывается психологическая специфика избирательности восприятия лживых сообщений в зависимости от половой принадлежности респондентов. Избирательность восприятия изучается как одно из базовых свойств психо-

логической активности человека, формирующееся при взаимодействии с лживыми текстами. Так как ложь – это данность человеческого бытия, а достижение правды требует психологического усилия, избирательность восприятия, служащая основанием для формирования стратегии понимания, полагается как базовое свойство активности. Выявлено, что стратегия восприятия может быть эмпирически идентифицирована как достаточно устойчивое отношение к тексту, характеризующееся избирательностью, направленностью и адекватностью. Избирательность и направленность в стратегиях восприятия лживых текстов описаны через призму ведущих и вспомогательных, устойчивых и вариативных смысловых узлов и векторов отношений, которым присущи тенденции к самоорганизации и открытости.

Ключевые слова: пол, стратегия восприятия, отношение, смысловой узел, вектор, направленность, избирательность, ложь

14) Хусаинова Р.М. [14]

ФГАОУ ВО «Казанский (Приволжский) федеральный университет», Казань, РФ

Проявление феномена прокрастинации у учителей в зависимости от качества жизни

Аннотация

Статья посвящена анализу взаимосвязи феномена прокрастинации с показателями качества жизни учителей. Внимание заслуживает вывод о том, что показатели «прокрастинация», «избегание» и «сверхбдительность» являются системообразующими и влияют на качество жизни педагогов. Феномен прокрастинации прямо взаимосвязан с непродуктивными копинг-стратегиями и обратно взаимосвязан с теми сферами жизни учителя, которые обеспечивают его эффективную профессиональную деятельность. Важным является акцентирование внимания на том, что професси-

ональное функционирование учителей возможно при условии удовлетворения их потребностей в физической и психологической безопасности, финансовой стабильности.

Ключевые слова: прокрастинация, стратегии принятия решений, паттерн поведения, качество жизни, педагогическая деятельность

15) Мирошниченко Н.В. [15]

ФГБОУ ВО «Елецкий государственный университет им. И.А. Бунина», Елец, РФ

Среда дистанционного обучения: феноменология и классификационные основания

Основной целью статьи является раскрытие феномена «среда дистанционного обучения». Основной сущностной характеристикой данного феномена определена акмеологичность. В статье раскрываются различные основания классификации сред дистанционного обучения, обосновываются вариативность и гибкость их использования. Важным обоснованием раскрываемого феномена является определение среды дистанционного обучения не только как программного средства, но и как дистанционного пространства, в котором интегрируются различные компоненты развивающей среды. Дана характеристика миссии сетевого педагога. Сделан упор на то, что он должен разрабатывать сообразно запросам времени учебные программы, создавать учебные материалы для организации эффективных образовательных маршрутов студентов, основанных на самостоятельности выбора решения, творческой реализации поставленных целей. Отмечается, что дистанционное обучение бакалавров прикладной математики и информатики в системе открытого образования занимает одно из центральных и значимых мест и нацелено на полное освоение образовательных стандартов и формирование при этом образовательном процессе такого личностного качества, как профессиональная компетентность.

Ключевые слова: среда, дистанционное обучение, феноменология, классификационные основания

16) Барканова О.В., Ворошилова Д.И. [16]

ФГБОУ ВО «Красноярский государственный педагогический университет им. В.П. Астафьева», Красноярск, РФ

Формирование национального самосознания старших дошкольников в современной системе образования

Ключевые слова: самосознание, национальное самосознание, старший дошкольный возраст, программа по формированию национального самосознания

Аннотация

В статье рассматривается понятие национального самосознания, формулируется актуальность разработки и апробации программы по формированию национального самосознания старших дошкольников в современном образовании.

17) Галяутдинова Д.Р., Барканова О.В. [17]

ФГБОУ ВО «Красноярский государственный педагогический университет им. В.П. Астафьева», Красноярск, РФ

Особенности социально-психологической адаптации приемных детей, проживающих в сельской местности

Ключевые слова: социально-психологическая адаптация, принятие себя, принятие других, эмоциональный комфорт, внутренний контроль, доминирование, эскапизм, уровень самооценки и притязаний, копинг-стратегии, приемная семья, приемные дети, проживающие в сельской местности.

Аннотация

В статье приводятся результаты исследования социально – психологической адаптации приемных детей, проживающих в сельской местности. Описаны отличительные особенности, выявлен ряд трудностей в процессе адаптации детей данной категории.

18) Аблизатова Е.В. [18]

ФГБОУ ВО «Томский государственный педагогический университет», Томск, РФ

Особенности обучения детей-мигрантов (на примере МАОУ СОШ № 14 г. Томска)

Ключевые слова: дети-мигранты, социализация, адаптация, преодоление языковых барьеров, младшие школьники, учитель начальной школы, успешность обучения.

Аннотация

Данная статья посвящена рассмотрению проблемы обучения детей мигрантов, особенно в начальной школе. В статье проанализирован опыт работы с мигрантами в МАОУ СОШ № 14 им. А.Ф. Лебедева г. Томска. Предлагается программа, позволяющая маленьким иностранцам мягко войти в образовательный процесс, включиться в интересную и содержательную жизнь школы и города. Полученные знания пригодятся обучающимся в дальнейшей учебе для речевого, интеллектуального и нравственного развития, в применении знаний на уроках, внеурочной деятельности и в повседневной жизни.

19) Муранова А.А., Чурбанова М.С. [19]

ФГБОУ ВО «Томский государственный педагогический университет», Томск, РФ

Психолого-педагогические условия нравственного развития и воспитания в условиях ФГОС

Ключевые слова: нравственность, воспитание, развитие, ФГОС ДО, принцип интеграции, принцип индивидуализации.

Аннотация

В этой статье рассматриваются способы духовно-нравственного развития дошкольников, соответствующих ФГОС ДО, затрагивается вопрос соблюдения установленных стандартом норм в реализации нравственного воспитания и развития.

20) Апретова К.Н. [20]

ФГБОУ ВО «Новосибирский государственный педагогический университет», Новосибирск, РФ

Организация образовательной среды для развития самостоятельности дошкольников средствами театрализации

Ключевые слова: развивающая предметно-пространственная среда, театрализация, самостоятельность детей.

Аннотация. В статье обсуждается актуальный вопрос развития детской самостоятельности. Одним из условий развития интегративного качества «самостоятельность» является организация образовательной среды. В данной статье представлен опыт организации образовательной среды для развития самостоятельности дошкольников средствами театрализации.

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TRANSLATING FULL TEXTS AND SECTIONS OF AN ARTICLE

Translate articles (full text (№1-3) or a part of an article (№4-7)) from English into Russian. Abstracts have been taken from indexed International scientific journals and conference proceedings. Thesaurus, dictionaries and online translators can help while doing this task.*

*Note: * such sections as Abstract, Keywords and References are omitted from the texts of the articles given below.*

1) GENERAL COMMENTARY ARTICLE [1]

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A commentary on Forgetting the best when predicting the worst: preliminary observations on neural circuit function in adolescent social anxiety by Jarcho, J. M., Romer, A. L., Shechner, T., Galvan, A., Guyer, A. E., Leibenluft, E., et al. *Dev. Cogn. Neurosci.* (2015). 13:21–31. doi: 10.1016/j.dcn.2015.03.002

Let's imagine someone who is about to perform a presentation at work. As he enters the meeting, he feels self-conscious

that he has drawn attention to himself. He thinks “this could be a disaster, I must do it perfectly.” His heart-rate speeds up and he begins to sweat. However, he manages to finish the presentation successfully and he receives positive comments from his colleagues. The following day, he recalls: “the presentation went terrible.”

The aforementioned situation is not unusual. Social anxiety (SA) is one of the most prevalent forms of anxiety (Costello et al., 2005). Individuals with SA fear negative evaluation and persistently avoid social situation (Stein and Stein, 2008; American Psychiatric Association, 2013). This causes them marked disability such as; experience difficulty communicating, eating and talking in public, and negatively impacts their social functioning (Liebowitz, 1987; Hazen and Stein, 1995). SA typically begins before the end of adolescence, when increased complexity and salience of peer relationships requires novel forms of social learning (Brown and Larson, 2009; Crone and Dahl, 2012). Importantly, when untreated, this disorder tend to be the most persistent of anxiety disorders (Stein and Stein, 2008). Thus, one of the most challenging endeavors is to understand the mechanisms involved in SA maintenance. Several lines of research highlighted the alteration of different cognitive and learning processes (Foa et al., 1996; Clark and Beck, 2011). According to one popular model, proposed by Clark and Wells (1995), SA persists due to a shift of the attention focus to internal cues, the use of internal cues to interpret how one appears to others and the use of safety behaviors/avoidance. Other models highlighted the role of negative self-images and aversive memories, probably rooted in early experiences during development (Hirsch et al., 2003; Moscovitch et al., 2011).

Prediction error (PE) is defined as a mismatch or an incongruence between predicted and occurred events and it has been

proposed as the driving force of learning (Rescorla and Wagner, 1972; Fernández et al., 2016). Recently, it has been proposed that an altered PE signaling during adolescence may contribute to some of the mechanisms that help to maintain SA (Pfeifer et al., 2013; Nelson et al., 2014). Furthermore, dysfunctional PE processing could lead to deficient recall of positive social experiences, which in turn could promote negative social expectations and interpretation biases, frequently observed in SA (Clark and McManus, 2002). Thus, it is of interest to address the implication of alterations in PE signaling during “post-mortem” processing in the maintenance of mental disorders.

A recent study by Jarcho and colleagues (Jarcho et al., 2015) analyzed the relationship between PE and social learning, comparing socially anxious adolescents and non-anxious adolescents, as well as adults. Using a social learning task (“Chatroom Task” Guyer et al., 2009), participants are led to believe they would chat online with a peer predicted, then received, social feedback from high and low-value peers. Later, participants recall the social feedback they received from each peer. Neural correlates of social evaluation were assessed by fMRI scanning, comparing engagement to expected and unexpected positive and negative feedback (PE). Results showed that for socially anxious adolescents, but not adults or controls of either age group, there was an impairment in memory for social feedback. That is, when socially anxious adolescents predicted that someone would not chat with them, but the feedback contradicted this prediction (i.e., positive PE), there is an impaired recall of this event. The authors reported that this memory impairment was correlated with a negative fronto-striatal functional connectivity, suggesting a dysregulated PE signaling in socially anxious adolescents. These results point to a deficit in memory updating, as these participants were not able to change their negative expectations regarding

social feedback when the outcome was better than expected. We suggest that these findings could also be analyzed and/or interpreted from the memory reconsolidation perspective, providing complementary tools to address the mechanisms of socially anxiety maintenance.

Reconsolidation is the mechanism that allows consolidated memories to be updated (Dudai, 2012; Fernández et al., 2016). Thus, our brain is able to update its stored representations in content, strength, and/or expectations by this process (Lee, 2009). However, certain memory features such as the age and strength constrain memory reconsolidation (Fernández et al., 2016). Interestingly, only when there is a mismatch between what is expected and what actually occurs (PE), a reactivated memory enters in a transient labile state (destabilization) followed by its restabilization in order to persist (reconsolidation) (Dudai, 2012; Exton-McGuinness et al., 2014; Fernández et al., 2016; Beckers and Kindt, 2017). Recently, Fernández et al. (2017) postulated a theoretical framework for how anxiety disorders are maintained through impaired memory updating due to a dysfunctional PE minimization strategy. We suggest that this framework could be useful to discuss the results of Jarcho and coworkers (Jarcho et al., 2015). Specifically, why people suffering from SA cannot modify their negative predictions in the light of disconfirmatory evidence (i.e., receiving positive feedback)? Why the positive feedback is not even recalled? In this context, the repeated violation of expectations (PE) should destabilize and re-stabilize memory (update prior predictions) with new safety information (Salkovskis, 1991). However, none of this occurs and dysfunctional memories are maintained or strengthened. What is inside the core of anxiety that prevents memory updating? In highly anxious individuals, when strong and precise memories encounter a PE, the destabilization phase of reconsolidation begins. During the restabilization phase, the error generated, that would

otherwise force memory content updating (schema re-organization), is affected. Moreover, PE minimization is accomplished by assimilation (Fernández et al., 2017; Gilboa and Marlatte, 2017) in accordance to prior belief facilitated by the altered cognitive and attentional processes such as those proposed by Clark and Wells (1995). During the “post-mortem” processing, the prediction generated by a strong memory enters in a self-confirmatory vicious cycle (Clark and Beck, 2011) leading to a “blindness” to incongruent information (Fernández et al., 2017). Hence, strong top-down modulation affects experience and in consequence the original prediction and the strong memory persist. In a sense, this strong memory acts as boundary condition for the reconsolidation process. One could speculate that this deficit could be mediated by the negative fronto-striatal functional connectivity and probably the basolateral-amygdala. Albeit Jarcho et al. (Nelson et al., 2014) did not report amygdala activation, this structure plays a key role in aversive memory-updating, and it is known to be hyperactive in anxiety disorders and particularly in social preference processing in SA (Grupe and Nitschke, 2013; Blair et al., 2016).

Currently there is a strong evidence supporting the role of cognitive process, attentional shifting and safety seeking behaviors, in SA maintenance (Grupe and Nitschke, 2013). Here we highlighted the findings of Jarcho et. al and proposed an underlying mechanism (memory reconsolidation) for SA persistence. Altered memory reconsolidation could prevent the incorporation of incongruent information (memory updating), and perpetuate the dysfunctional memory.

Author Contributions

Conceived and wrote the paper: RF, MP, MB, and LK.

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Conflict of Interest Statement

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

2) RESEARCH ARTICLE [2]

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Socio-Psychological Adaptation of Migrant and Russian School Children to Polycultural Educational Environment of Modern Schools

Introduction

It is common knowledge that migration has become a worldwide phenomenon. This trend is mirrored in Krasnoyarsk region in Siberia. Last year over 150 thousand migrants visited our region and currently thousands of them live in it with their children.

Statement of the Research Problem

This article addresses the comparison of socio-psychological adaptation of migrant and Russian schoolchildren to polycultural educational environment of modern schools. The article aims to address three questions about the socio-psychological adaptation experience of Russian and migrant schoolchildren:

How do Russian schoolchildren deal with the polycultural educational environment of modern schools?

How do migrant schoolchildren adapt to this polycultural educational environment?

What is the relationship between these two groups of schoolchildren?

Much attention in the discussion of this similar issue has been provided by Alexandrov et.al. (2012) who surveyed all students in entire classes with the same questionnaire, allowing for comparison between children of different ethnic ori-

gins and with different migration histories. The survey was limited to students from grades 8 to 10 (age 14-16) in St. Petersburg (Western part of Russia). The questionnaire included items about educational and professional plans, school grades, socio-demographic characteristics, multiple items on learning motivation, sense of belonging in school, and anti-school attitudes. They included detailed questions about the family's migration history (internal and transnational), language spoken at home, native languages of the child and his/her parents, ethnic self-identification. These researchers came to conclusion that the migrant status is always conceptualized through the fact of birth in a foreign country. In case of Russia this simple criteria does not work because people born before 1991 in 'newly independent states' (Azerbaijan, Armenia Georgia, Uzbekistan, Tadjikistan and all other, Russia included) were in fact born in one and the same country, namely the Soviet Union. Prior to 1991 the USSR had substantial internal migration, with a long history going back into the days of the Russian empire, which was populated with different ethnic groups – for instance, in St.Petersburg, an Armenian diaspora lived almost since the city's foundation, and different religions were prominently present in the city: large mosque was built in 1910-13, and a Buddhist temple, in 1909-15. What is obvious, though, is that in education the discourse about migrants has been dominated by such categories as language and culture. From the point of view of school, linguistic and cultural differences are much more important than the formal attribute such as citizenship or the country of parent's birth. Russian speaking migrants from Belarus and Ukraine, although not citizens of Russia, are not thought of as migrants by the teachers, whereas arrivals from Chechnya or Dagestan which are parts of Russian Federation are considered migrants. According to Portes (1998), ethnicity may have a different effect in different types of schools: for

students of privileged schools ethnicity may be of far lesser importance than social background, whereas in bad, troubled schools it may matter more because migrant children in a bad school keep close to their ethnic group. International and cross-cultural research examine changes in intercultural and intercultural factors, such as identity, values and language, over generations as well as broader adaptation and well-being, including mental health and academic performance (Ward et. al.2001). In recent decades in Russia there has been a significant flow of migrants from the former Soviet Union countries in search of employment or better life conditions. The government policy towards them is quite tolerant and encouraging, the authorities run special supporting programs for adult and infant migrants. One of the major issues in this respect is the socialization and psychological adaptation of migrant children to the educational environment of Russian schools. According to the statistics, in some schools the number of migrant children can comprise up to 40-50% of the total number of scholars. Thus not only migrant children have to get adapted to the new environment, but also teachers and the Russian learners (not to mention their parents) have to get adapted to the polycultural educational environment of the modern Russian school.

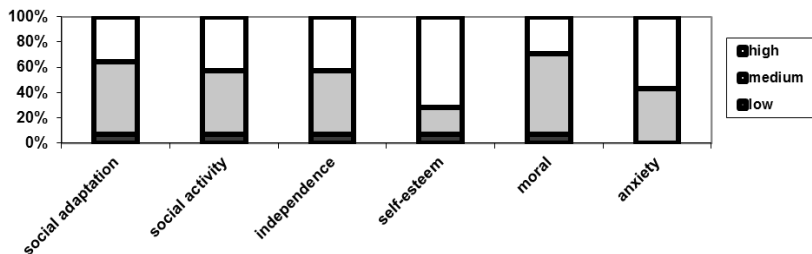
Conceptual Framework

The problem of migrant children' adaptation to school has become the focus of attention of scholars recently (Barazgova E.S., et al. 2010) In the past two years (2012-2013) we have done some research work concerning the peculiarities of psychological adaptation of junior, teenage and senior migrant school children to the polycultural educational environment of schools in Krasnoyarsk, Siberia. In total 200 schoolchildren took part in the research (95 Russian children and 105 migrant children – representatives of the Armenian, Uzbek, Kirghiz, Georgian, Tajik, Azerbaijan nationalities). In our research we

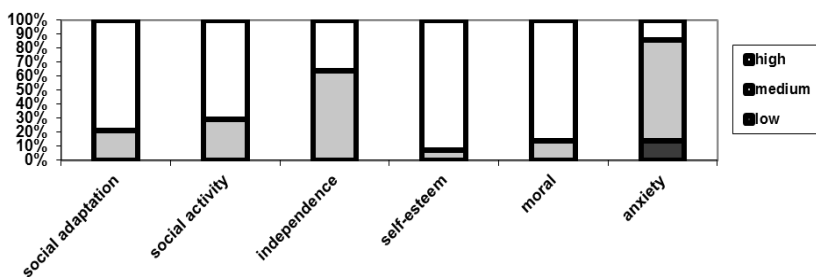
regard socialization as socio-psychological adaptation which is revealed on two basic levels: behavioural (social) and intrapersonal (purely psychological). Correspondingly, two main issues have been studied with help of psychological tests and questionnaires: – communicative competence and social skills; – psychological adaptation and self-acceptance (self-esteem). We compared migrant and Russian children of three age groups (junior, teenage and senior) and carried out a deeper research into the structure of socio-psychological adaptation using methods of mathematical processing of empirical data in psychology (correlation by Spearman and cluster analysis, statistic program Stat graphics Plus v.5.0).

Research Methodology

First of all, the results show that only among junior age group migrant school children are adapted worse than the Russian school children. Judging by the most significant indicators of socio-psychological adaptation in this particular age group (social adaptation, social activity, independence, self-esteem, moral and anxiety) migrant school children are more independent than the Russian scholars, but the latter are more active, better adapted and socialized, have a higher self-esteem and moral, feel less anxious. We can suppose that the problem with the adaptation of migrant junior children is aggravated by the general adaptation to school: the change in regime, the appearance of new responsibilities and social requirements connected with school life cannot but tell on infant learners. The only advantage of being more independent among migrant children probably descends from cultural upbringing (since early age children are often left on their own and are engaged in family business of market sale or crafts). Pictures 1, 2 show the indicators levels (low, medium, high, in %) of socio-psychological adaptation among the migrant and Russian school children.



Picture 1 – Indicators of socio-psychological adaptation in levels (low, medium, high, in %), migrant junior school children

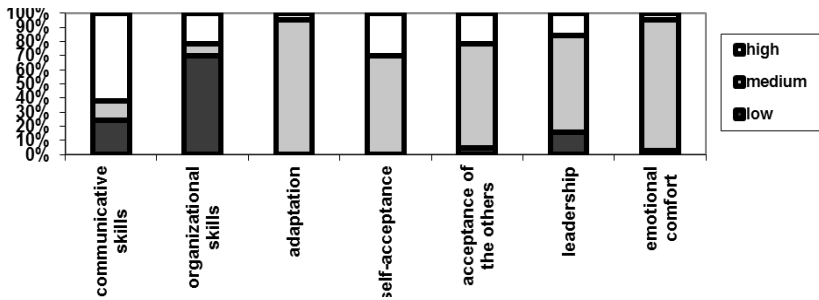


Picture 2 – Indicators of socio-psychological adaptation in levels (low, medium, high, in %), Russian junior school children

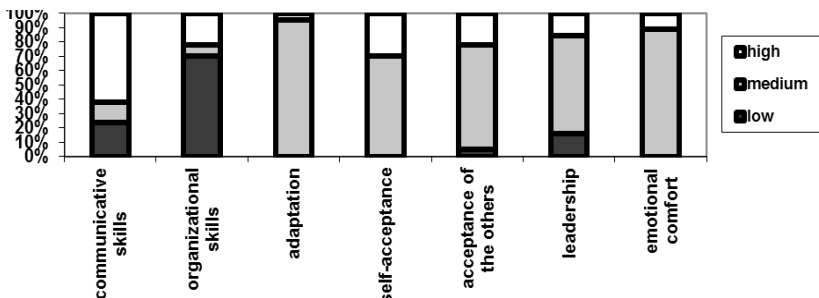
The situation with the socio-psychological adaptation among the age groups of adolescent and senior schoolchildren is quite similar. The majority of both adolescent and senior migrant schoolchildren feel well adapted, moreover, there is no significant difference between migrant and Russian scholars. It is interesting to note that international research on migrant adaptation has revealed that children from immigrant backgrounds generally show satisfactory levels of psychological and social adjustment, and, when compared with national peers, exhibit better health, less involvement in negative behaviors and do as well as or better than nonimmigrant peers with respect to academic achievement and psychological well-being (Fulgini, 1998). The evidence available suggests that the socio-psychological adaptation in these age

groups was studied via the indicators of communicative and organizational skills, conflict and coping behavioural strategies and personality adaptation. Some indicators of socio-psychological adaptation of senior scholars are shown in Pictures 3, 4.

The overwhelming majority of children (both Russian and migrant) have sufficient communicative skills and leadership qualities, feel quite adapted, accept themselves and the others well enough. The problem appears to be only with the level of organizational skills – only a quarter of migrant and a third of Russian senior school children assessed themselves as having a satisfying (medium and high) level of organizational abilities. The situation with the adolescents is alike (medium and high levels of all indexes prevail), so we will not dwell on it separately.

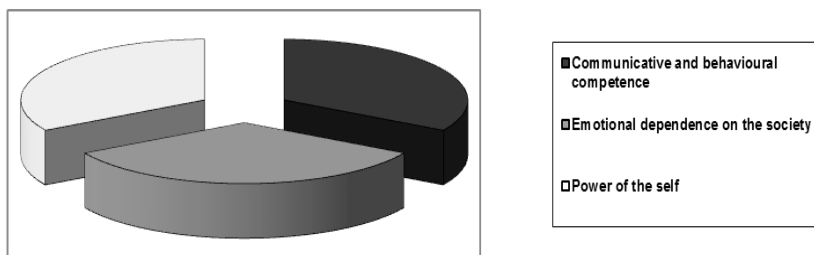


Picture 3 – Indicators of socio-psychological adaptation in levels (low, medium, high, in %), migrant senior school children



Picture 4 – Indicators of socio-psychological adaptation in levels (low, medium, high, in %), Russian senior school children

It may be valuable to outline some of its general features. Our researchers have found out that in a new stressful situation migrants suffer from disadaptation. The most typical difficulties for them are the following. Differences from their style of life, their native language and their school curriculum etc. Additionally, we found some peculiarities concerning the interconnection of the basic indexes of sociopsychological adaptation. With help of Spearman correlation and cluster analysis we ascertained the structure of socio-psychological adaptation. First of all, the indexes of communicative and organizational skills, conflict and coping behavioural strategies and leadership are closely connected and form a separate cluster. Another cluster appears from the connected indexes of acceptance of the others, dependence, emotional comfort, external locus of control and escapism. The third cluster is composed from the connected indexes of psychological adaptation itself, self-acceptance and internal locus of control. Thus, we can make a model of socio-psychological adaptation including three basic components: “Communicative and behavioural competence”, “Emotional dependence on the society”, “Power of the self” (Picture 5).



Picture 5 – Components of socio-psychological adaptation

Conclusion and Recommendation

We can conclude that psychological accompaniment of disadapted migrant schoolchildren should be provided in the

three mentioned directions and aimed at the development and correction of the communicative, emotional and personality problems. Moreover, the psychologist should take into consideration that the three basic components of socio-psychological adaptation are not closely connected with each other and making accent on one component doesn't automatically imply the improvement of the other. The results of our research showed that schoolchildren with a high and medium level of communicative skills and effective conflict and coping behavioural strategies do not necessarily have high indexes of psychological adaptation and self-acceptance. We can say that they are well socialized but not psychologically adapted. Consequently, if we need socialized schoolchildren we should work on the development of their social and behavioural competence, but if we endeavour for psychologically adapted schoolchildren we should work on their personality development (self-esteem, self-acceptance, self-respect, self-actualization, internal locus of control). The specialist should consider the situation with each child separately and decide whether to develop all components of socio-psychological adaptation equally or to concentrate on the most deficient one. In short, future research should attempt to examine the effect of migrant concentration on specific racial/ethnic groups, given there are substantial differences across subgroups within each race and ethnicity. In a word, according to some scholars, the latest wave of migration is likely to have a greater impact on society than any other social issue (Martinez and Lee 2000). For this reason, studies such as this are critical in redefining public perception.

3) RESEARCH ARTICLE [3]

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Identification and development of potentially gifted students in the network research community of pedagogical university and rural schools: methodological and methodic aspects

Introduction

The world has entered the historic period of total changes. They are characterized by three features: continuity and permanency, rapidity and tendency to accelerate, global character (they concern the whole planet, practically all spheres and aspects of human life and activity). Revolutionary changes in the sphere of information and technology are the colossal booster of changes. The complex approach “science-technology-innovation” is currently admitted to be main accelerator of progress and the modern specialist engaged in any sphere of activity must possess valuable knowledge and have the capability to apply it in practice. The pace of development of a modern society depends on a person’s creative endeavor, abilities and opportunities. In these conditions there is a growing interest of world science and practice to various ways of working with gifted children and young people because they form the potential of any society development.

According to specialists’ assessment, currently launched worldwide programs for the gifted comprise 2-10% of population. Along with that, the total number of graduates from schools for the gifted in Russia together with the winners of high rate academic competitions amount to a little more than 1000 people per year, that is about 0,1% of graduates countrywide. It is 10-20 times less than the existing necessity [1]. As a result, the most number of the potentially gifted children remains unrevealed because either the necessary diagnostic research is not conducted or the used methods are not capable of revealing the potential (hidden) giftedness. This is especially typical of rural schools of the Russian hinterland. This article is devoted to methodological aspects of identification and development of potentially gifted students living in the countryside.

Methodological aspect of identification and development of potentially gifted students living in the countryside

At present the most uncontroversial fact to be admitted is giftedness being in its essence a systemic phenomenon. It means that giftedness has a certain structure, that is, organized relations among the system elements, and represents the integrity which cannot be regarded as a mere sum of its comprising elements. According to the developed by the Russian scientists "Operational conception of giftedness", giftedness is defined as a systemic developing during life personal quality, which determines the possibility of achieving greater results in one or several spheres of activity in comparison to other people [2]. As many scientists believe, the quality specificity of giftedness and the way of its development are always the result of complicated interaction of genetics (natural disposition) and social and cultural environment influenced by a person's activity (gaming, academic or labor). Along with that, special attention is paid to a person's own activity and psychological mechanisms of self-development lying in the basis of an individual giftedness formation and realization (D.B. Bogoyavlenskaya, I.I. Ilyasov, N.S. Leites, A.M. Matyushkin, A.A. Melik-Pashaev, A.I. Savenkov, D.V. Ushakov, M.A. Holodnaya, V.S. Yurkevich, etc.).

Apart from theoretical conceptions of general giftedness there exist recognized classifications of different kinds of giftedness (according to spheres, form and coverage, degree of formation, etc.). In the sphere of education great attention is paid to the aspects of academic and intellectual giftedness (V.N. Dmzhinin, I.S. Kostrikina, E.V. Polyakova, E.U. Savina, M.A. Holodnaya, E.A. Papkova, etc.) which tends to be researched in systemic correlation with such notions as creativity and motivation. At present stage there are many interpretations of intellectual giftedness in connection with natural disposition and communication: as a form of mental experience (M.A. Holodnaya) [3]; as

integral manifestation of abilities (V.D. Shadrikov) [2]; as a triad model of intellect including three general aspects of intellect – processing information, automation of behavior and adaptation to environment (R. Sternberg); etc.

At present there are two ways of revelation and supporting intellectual giftedness: extensive and intensive. The former uses methods aimed at finding the students who achieved great results. The most well-known variant of this method is conducting academic subject competitions, various contests and outlining the students with high academic performance. In this case, as a rule, new educational routes are offered with teaching various disciplines at a higher level.

The extensive approach at the state level is effective when the objectives of the society and economy demand a relatively small percentage of gifted people. That was enough 50 years ago, that is as well enough today for such countries with huge human resources as China or India. However, in the United States and Western European countries with their high-tech economies the resources of high intelligence are almost exhausted, as a result the most developed countries are moving from an extensive system to an intensive one, which involves two conditions: identification of giftedness not according to the achievements but to the potential and work with motivational sphere and the sphere of requirements of gifted children and youth [1].

In Russia, like in other developed countries, giftedness is recognized as a strategic national resource and one of the educational priorities, which is fixed in a number of important documents (national project “Education”, course “Talented young people”; the Concept of long-term socio-economic development of the Russian Federation for the period up to 2020, etc.), which reflect the idea of necessity of creation of system of search, support and accompaniment of various categories of gifted children and talented youth.

In science and pedagogical practice there are two opposing points of view regarding the quantitative proportion of gifted and ordinary children. According to one point of view, giftedness is an extremely rare phenomenon (there are only 2-3% of gifted children), according to another point of view which appeared in the humanistic pedagogy, almost all children are gifted, however, it is necessary to create the conditions for the manifestation of each child's talent. In this regard, the notion of "potential giftedness" appeared, which refers to the ability of the child to achieve significant success in a particular activity in the future, provided the appropriate conditions for its development are created.

Potential giftedness is not yet a fully formed personality trait, in contrast to, for example, latent or actual giftedness. Potential giftedness is present in the psyche in the form of certain disintegrated opportunities, determining extraordinary results of a child's activity and, therefore, requiring specific means of identifying, actualization and development.

Thus, the solution to the problem of identifying and developing the potential giftedness of students determines the application of a systematic approach. In particular, we plan to use the instrument a systematic approach – conceptual modeling [5].

In cases of potential (hidden) giftedness that is not manifested until a certain time in a successful activity, it is especially important to understand the child's personal characteristics, his general, special and creative abilities. As a result, the personality-oriented approach is of special importance while designing a system of identifying and developing students with potential giftedness.

In the context of the personality-oriented approach identification of children with potential giftedness is a long process based on the use of multi-level complex of psychodiagnostic methods. In our study we work with the main factors identified in the structure of giftedness by such leading scientists as J. Feldhusen, J. Renzulli, K. Heller, D.B. Bogoyavlenskaya, A.I. Savenkov, A.M.

Matyushkin, A.A. Loseva, etc. These are, first of all, general abilities (intelligence), creativity and motivation (thirst for knowledge, hope for success, attachment to the task). Secondly, these are special abilities and achievements in specific areas, social competence, self-concept (self-respect, self-esteem). The secondary factors are identified not by all researchers, but are present only in some theories (J. Feldhusen, K. Heller) [6, 7].

The development of potential giftedness involves including children in different types of real activities, organization of their communication with gifted adults, enriching their individual living environment, involvement in innovative forms of learning, etc. [2]. The main problem here is the territorial remoteness of rural schools from the scientific and cultural centers. This problem is particularly acute for students living in Siberia and the Far East, considering their huge territory. We have experience solving this problem in relation to the development of research competence of rural schools students on the basis of information and activity approach – that is creating a network research community, bringing together academic researchers, students of pedagogical university, teachers and students of rural schools [5, 8]. In particular, the results of psychological studies showed that the participation of secondary school students in the network research community had had a positive influence on the development of their personality.

Thus, as a third methodological basis of designing a system of identifying and developing potentially gifted students we regard the information-activity approach.

Methodic aspect of identification and development of potentially gifted students

In the context of the above mentioned methodological aspects in the research of the potential giftedness of students it is necessary to solve the following methodic tasks:

- selection and approbation of diagnostic tools to identify students with potential giftedness;

- working out methods of potential giftedness development in the network research community;
- providing an experimental base of research on the basis of the rural schools of the Krasnoyarsk territory and approbation of selected tools.

According to this, we have determined to start with research of such factors of giftedness as general abilities, creativity and motivation [9, 10]. We hypothesized that to the potentially gifted children can be referred children who, according to the results of psychodiagnostic tests show the above-average intelligence level ($IQ > 110$), the above-average level of creativity and prevailing motivation to succeed and intrinsic learning motivation. For this purpose, we have determined to use the following diagnostic methods: Raven's Advanced Progressive Matrices, Test battery by F. Williams (Test of divergent thinking, Test of creative personality characteristics), Test of learning motivation focus (by T.D. Dubovitskaya), Questionnaire "Motivation of success and fear of failure" (by A. A. Rean) [9].

Further we plan a profound diagnostic research on the sample of children referred by the results of the primary diagnostic research to the group of the potentially gifted children. At this stage there will be used the method of documentation analysis (classroom register, school diaries for the assessment of students' academic achievements) as well as the method of expert assessment. As the tool of expert assessment from teachers and parents we intend to use: Questionnaires by V.S. Yurkevich for determining the intensity of educational cognitive requirement and by A.N. Sisanov to determine the level of the child's abilities manifestation, Method of expert assessment for identification of gifted children by A.A. Loseva, Scale of behavioral characteristics rating by J. Renzulli, Questionnaire for parents and teachers from a Test battery by F. Williams. The Method by A. Loseva is of a particular value as it allows to estimate the manifestation of the child's abilities in 10 different spheres [10].

Along with this, we find it reasonable to conduct on this sample a further research into creativity (using the Test battery by E.P. Torrance), because the Test batteries by F. Williams and E.P. Torrens use significantly different interpretation of the basic for the creativity assessment indicators of originality and elaboration (different criteria are taken). A comparison of the results from the two test batteries appear to be interesting from scientific and practical point of view. Additionally we plan a diagnostic research into self-concept, socio-psychological adaptation and communicative competence of students.

As far as the developmental stage is concerned, it is well-known, that the methods of development of a person's intellectual and creative potential in an educational environment largely depend on the strategy underlying in the base of conception of the school education content. By far the most common strategies are the acceleration strategy and the intensification strategy. The first implies an increase in tempo (speed) of learning material, whereas the second means the increase in volume, or, to be more precise, the increase the intensity of training. However, specific research into the field of developmental psychology and the practice of teaching have repeatedly proved the idea that attempts to reduce the training period due to the higher tempo of completing standard programs or increase in the saturation of programs with information compared to standard ones proved to be ineffective solutions to the problem.

One of the most productive trends of quality restructuring of the content of education is the concept of educational content enrichment. It is being developed in the modern pedagogy which is focused on the development of children's giftedness in the educational environment (J. Renzulli, S.M Rees; USA; A.I. Savenkov, N.B. Shumakova, Russia; K. Heller, Germany). The most popularity gained the model of the American scientists J. Renzulli and S.M. Rees, called "three ways of the curriculum enrichment" [12, p. 216].

The first kind of enrichment, according to J. Renzulli, suggests introducing students to a variety of fields and subjects to study, which may be of interest to them. As a result, the range of interests expands, and the child gets the idea what he would like to study more deeply. Moreover, a child's choice of a certain sphere of activity is obligatory.

The second type of enrichment involves the orientation to the special development of a child's thinking. With this purpose, there are classes for training observation, ability to evaluate, to compare, to speculate, to analyze, to synthesize, to classify, to perform other mental operations. Acquired skills and abilities are necessary to solve a wide range of problems and are intended to serve as a basis for transition to more complex cognitive processes.

The third kind of enrichment, according to J. Renzulli, is conducting independent research and solving creative tasks (individually and in small groups). The child participates in the process of stating the problem, choosing methods for its solution. Involvement into creative and research work is essential not only for development and learning, but also upbringing of a gifted child.

We believe that the interaction of students with potential giftedness with academic researchers and university students in network research community, designed on the basis of the model by J. Renzulli, will facilitate the development of their potential giftedness.

Psychological work with children can be carried out in such areas as the development of creativity, the development of fluent intelligence, the development of the components of internal learning motivation. Additional areas of psychological work can be self-cognition and self-development of students, development of adaptability and communicative competence, effective coping behavior.

Preliminary results

By now, a pilot study on a relatively small sample of testees (400 adolescent students) has been conducted. The aim of the study was to assess the diagnostic value of the selected methods and to ascertain the specificity of the diagnostic work with the sample.

We tested students aged 13-16 from three different schools in Siberia, Russia: a secondary rural school in Krasnoyarsk region, a secondary school in the city of Krasnoyarsk and a specialized school of cosmonautics in the city of Zheleznogorsk. The first two schools offer general education, the third school is a boarding school which specializes in Sciences and admits scholars on the basis of competitive selection. Four methods have been used in the research: Raven's Advanced Progressive Matrices, Test battery by F. Williams (Test of divergent thinking, Test of creative personality characteristics), Test of learning motivation focus (by T.D. Dubovitskaya), Questionnaire «Motivation of success and fear of failure» (by A.A. Rean).

The results show there is a vast gap between general school students and specialized school students, especially as far as intellect and creativity are concerned. For instance, among the general city school students one third has below the average and two thirds – the average levels of fluent intellect. Among the general rural school students the same two thirds have the average, only 19% below the average and 13% above the average levels of fluent intellect. None of the testees showed high level of fluent intellect. Meanwhile, among specialized school students only 17% have the average, half of the students – above the average and one third – high levels of fluent intellect.

Similar results are observed with creativity (Test of divergent thinking by F. Williams). The general city and rural school students show quite poor results: about three quarters have low and below the average levels of creativity and about one quarter

– the average and above the average levels of creativity. None of the testees showed high level of creativity. Among specialized school students only 14% have low and below the average levels of creativity, one third has the average and half of the students – above the average and high levels of creativity.

It is worth mentioning that the results of self-assessment of the level of creativity with the help of a questionnaire (Test of creative personality characteristics by F. Williams) strongly clash with the results of the Test of divergent thinking by F. Williams. About three quarters of students assess their creativity above the average and high, about one quarter – below the average and the average. None of the testees assess their creativity to be of low level. All this can indicate rather a too high self-esteem and raise the question about a real diagnostic value of such data (and, correspondingly, the validity of the questionnaire).

The situation with motivation is not so bad, however: not more than 12% testees in all schools have distinct fear of failure, about 30-40% have distinct motivation of success, and about half of the students have ambivalent motivation. Only about 7-11% of students in all schools have extrinsic learning motivation, whereas the others tend to have intrinsic learning motivation.

Thus, the pilot study showed that specialized school students are far more intelligent and creative than general city and rural school students, though all of them are quite motivated to study and to succeed. That fact seemed quite obvious from the very beginning, but does it mean that the majority of gifted children are concentrated in the specialized school whereas general schools have almost none? We believe, this is not so evident and it's the issue to be studied.

Conclusion

As a methodological basis for the creation of the system for identifying and developing potentially gifted students in ru-

ral schools, we have chosen the system approach, the personal-ity-oriented approach and the information-and-activity-based approach. It has been shown that the development of potentially gifted children in the network research community bringing together academic researchers, students of pedagogical university, teachers and students of rural schools is appropriate to comply with the enrichment education model proposed by J. Renzully and S.M. Reis.

A hypothesis was put forward that to the potentially gifted children can be referred children who, according to the results of psychodiagnostic tests show the above-average intelligence level ($IQ > 110$), the above-average level of creativity and prevailing motivation to succeed and inner learning motivation. At the initial stage for the identification of such students it is suggested to use the diagnostic methods: Raven's Advanced Progressive Matrices, Test battery by F. Williams, Test of academic motivation focus by T. Dubovitskaya, the Questionnaire "Motivation of success and fear of failure" by A.A. Rean. The primary task that needs to be addressed at the next stage is testing and evaluating the validity of diagnostic tools to identify potentially gifted students.

Acknowledgements

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4) REVIEW ARTICLE; SECTION "INTRODUCTION" [4]

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Collective Trauma and the Social Construction of Meaning

Introduction

The term *collective trauma* refers to the psychological reactions to a traumatic event that affect an entire society; it does not merely reflect an historical fact, the recollection of a terrible event that happened to a group of people. It suggests that the tragedy is represented in the collective memory of the group, and like all forms of memory it comprises not only a reproduction of the events, but also an ongoing reconstruction of the trauma in an attempt to make sense of it. Collective memory of trauma is different from individual memory because collective memory persists beyond the lives of the direct survivors of the events, and is remembered by group members that may be far removed from the traumatic events in time and space. These subsequent generations of trauma survivors, that never witnessed the actual events, may remember the events differently than the direct survivors, and then the construction of these past events may take different shape and form from generation to generation. Such collective memory of a calamity suffered in the past by a group's ancestors may give rise to a *chosen trauma* dynamic that weaves the connection between trauma, memory and ontological security (Volkan, 1997). These chosen traumas are conceptualized as narratives emphasizing that 'walking through blood' is necessary on the path to freedom, independence and group security (Resende and Budryte, 2014). In this paper I illustrate how the collective memory of traumatic events is a dynamic social psychological process that is primarily dedicated to the construction of meaning. The creation and maintenance of meaning comprises a sense of self-continuity, a connection between the self, others and the environment (Baumeister and Vohs, 2002; Heine et al., 2006), and the feeling that one's existence matters. It is a processes of identity construction that comprises the sense of self-esteem, continuity, distinctiveness, belonging, efficacy, and

ultimately a sense of meaning (Vignoles et al., 2006). Accordingly, the current article relies on these principles to trace the process of meaning-making following historical trauma at the collective level and among both victim and perpetrator groups.

Much of the theory and research presented in this paper focuses on the Holocaust because it is considered to be the prototypical 20th century genocide, and has attracted more attention and scholarship than other collective traumas (Mazur and Vollhardt, 2015). Can the Holocaust be compared to other cases of genocide and mass murder and should it? According to eminent Holocaust historian, Yehuda Bauer, the Holocaust, in spite of its unique attributes, can and must be compared to other events of a similar nature, otherwise why should a public school system in Philadelphia, New York, or Timbuktu teach it (Bauer, 1979)? Based on the notion that every specific trauma is unique, but the lessons derived can be universal, this paper discusses the common long-term consequences of different forms of collective victimization.

For victims of collective trauma meaning is established by: (a) passing down culturally-derived teachings and traditions about threat that promote group preservation; (b) these traditions of threat amplify existential concerns and increase the motivation to embed the trauma into a symbolic system of meaning; (c) trauma fosters the sense of a collective self that is transgenerational thereby promoting a sense of meaning and mitigating existential threat; (d) the sense of an historic collective self also increases group cohesion and group identification that function to create meaning and alleviate existential concerns; (e) the profound sense of meaning that is borne out of collective trauma perpetuates the memory of the trauma and the reluctance to close the door on the past; (f) Over time collective trauma becomes the epicenter of group identity, and the lens through which group members understand their social environment.

For members of perpetrator groups, collective trauma represents an *identity threat* (Branscombe et al., 1999), as it creates tension between the desire to view the group in a positive light (Tajfel and Turner, 1979), and the acknowledgment of severe moral transgressions in its past. The inability to reconcile the character of the group in the present with its character in the past may motivate group members, primarily high identifiers, to perceive an historical discontinuity of the group that serves to distance present group members from past offenders (Roth et al., 2017). Sometimes this discontinuity is reflected in the motivation to close the door on history and never look back (Imhoff et al., 2017), and sometimes the thorny chapters of a group's history are glossed over creating an uncomfortable gap in collective memory – an absence suggesting a presence. Members of perpetrator groups may deal with the dark chapter in their history by thoroughly denying the events, disowning them and refusing to take any responsibility for them. But, more often than not, reactions to an uncomfortable history will take on a more nuanced form with group members reconstructing the trauma in a manner that is more palatable, and representing the trauma in a manner that reduces collective responsibility. In some cases, the dissonance between current group values and past behavior are so great that disaffiliation from the group remains the only viable option (Čehajić and Brown, 2010; Hirschberger et al., 2016b).

Understanding the impact of trauma on collective meaning becomes even more complex when considering what Primo Levi defined as the *gray zone* (Levi, 1959) – a nebulous area wherein the distinction between victims and perpetrators is not always clear cut, and victims may behave as perpetrators and perpetrators are victims. Members of groups that exist in this region of collective memory are often motivated to defensively represent their history in a manner that highlights their sacrifice and downplays their crimes (Bilewicz et al., 2014; Hirschberger et al., 2016b).

These groups may also engage in competitive victimhood dynamics with other groups demanding to be recognized as the veritable victim (Noor et al., 2012). Sometimes the victimization of one group poses such a threat to another unrelated victimized group because of the sense that its' victimization is overshadowed and does not receive due attention and acknowledgment. For example, sub-Saharan African immigrants in Belgium who felt a lack of recognition of their group's victimization expressed more anti-semitism as a form of competitive victimhood with Jews whose victimization receives more recognition (De Guissmé and Licata, 2017). The current paper offers a perspective suggesting that the intra- and inter-group tribulations over a dark chapter in history represent more than an attempt to abdicate responsibility for past crimes, or quarrel over the benefits of the victim status. The need to come to terms with a dark past represents a crisis of meaning that must be resolved for the group to deconstruct and reconstruct its sense of collective self and assume an identity that offers continuity, coherence and significance. The memory of historical crimes threatens fundamental values, current notions of self-worth, and the sense of having a constructive collective purpose (Baumeister, 1991; Vignoles et al., 2006). The quest for meaning must, therefore, involve the reconstruction of these basic elements.

This analysis of meaning borne out of trauma for both victim and perpetrator groups offers the provocative suggestion that trauma is not merely a destructive event, but also an irreplaceable ingredient in the construction of collective meaning. Accordingly, for victim groups there may be secondary gains to collective trauma, that are often overlooked, that function to keep the memory of trauma alive, and lead subsequent generations to incorporate the trauma into their collective self. For perpetrator groups, the trauma functions as a catalyst that stimulates the construction of a new social representation that, if successful, can support a collective self that acknowledges past transgressions in a manner that

is neither defensive nor crippling; one that promotes positive social identity (e.g., Vignoles et al., 2006) predicated on the triumph over past failings. On this basis, the present article considers alternative ways to remember collective trauma that can break out of compulsive reenactments of the past, or defensive dynamics; ways that may reconcile the *meaning wars* between groups with a convoluted history and reduce intergroup tension and hostility.

5) ORIGINAL RESEARCH ARTICLE; SECTION “MATERIALS AND METHODS” [5]

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From oppression to violence: the role of oppression, radicalism, identity, and cultural intelligence in violent disinhibition

Materials and Methods

Participants

The sample consisted of 259 young people (133 Muslims and 126 non-Muslims), all of them students in two secondary education institutes. Of the 259 students, 119 attended an institute in the neighborhood of Puche in the city of Almería (city in southeast Spain), and 140 attended an institute in the Autonomous City of Melilla (Spanish city in North Africa). The students of both institutes belonged to a social context with a high risk of social exclusion. With regard to gender, the group of Muslims was composed of 64 men, 66 women, and three unidentified; and that of non-Muslims had 56 men and 70 women. The age of the participants was between 13 and 18 years old (M

= 15.89, SD = 1.05). Regarding the sample, despite our attempts to get a large sample, access to people in these social contexts limited the sample size. On the other hand, according to Fritz and MacKinnon (2007), a sample of 90 participants are required to get an indirect effect of 0.16 given that both paths are estimated to be medium size (0.39) if the Sobel test is performed. Thus, given the circumstances, we believe we have adequate power.

Evaluation Instruments

Two types of questionnaires with the same measures were prepared, both in Spanish, but with a variation in the wording for some of them depending on whether they were intended for Muslims or non-Muslims. Muslims evaluated the oppression by non-Muslims and the intentions to defend their own group, while non-Muslims did the same with respect to the group of Muslims.

Religious group

The participants responded to an item identifying their religious group (Muslim religion vs. Christian religion).

Perceived oppression

A Spanish adaptation of the Oppression Questionnaire, an instrument that consists of 32 items that assess perceived oppression ($\alpha = 0.95$; Victoroff et al., 2006; Moyano, 2011), was applied. The items were scored on a Likert-type scale from 1 (totally disagree) to 4 (totally agree), for example, “My group is often treated unfairly.” In this, the perceived oppression between Muslims and non-Muslims was assessed.

Radical intentions

The participants completed the Moskalkenko and McCauley (2009) adapted to Spanish by Trujillo et al. (2016; $\alpha = 0.90$). The scale comprises four items (e.g., “I would continue to support an organization that fights for the political and legal rights of my group even if it sometimes goes beyond the law,” “I would attack the police or the security forces if I saw them hit members of my group”). The evaluation of the items was done by means of a

Likert-type scale with scores of 1 (“totally disagree”) to 7 (“totally agree”). Higher scores indicate greater radical intentions.

Violent disinhibition

The Disinhibition to Violence subscale ($\alpha = 0.82$), which forms part of a broader instrument, the Questionnaire on Risk of Islamist Radicalization in Young People (Moyano, 2011), whose objective is to evaluate multiple factors potentially contributing to radicalization, was applied. This subscale is made up of four items that assess violence intentions to the self (“In the last month I have had the desire to end my own life”) or to others (“In the last month I have had wishes to end the lives of others”), hatred toward others (“In the last month I have felt hatred for some people”), and exposure to models that favor violence (“My friends continually talk about fights and violent issues”). The items were scored on a Likert-type scale with scores between 1 (“totally disagree”) and 5 (“totally agree”).

Sociodemographic variables

Information on sociodemographic variables such as age and gender was also recorded.

Procedure

The participants collaborated on a voluntary basis once the study was approved by the School Council, and a written informed consent was obtained from the participants’ parents. The evaluation took place in the classrooms of the respective centers for approximately 50 min. The centers’ staff collaborated with the application of the evaluation instruments.

6) ORIGINAL RESEARCH ARTICLE; SECTION “DISCUSSION” [6]

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Do Implicit Motives Influence Perceived Chronic Stress and Vital Exhaustion?

Discussion

Summary of Results

This study addressed the role of implicit motives in the experience of chronic stress, social support, and vital exhaustion (VE) in middle-aged men. In the first research question, the relationship between VE and specific types of chronic stress was analyzed. VE was positively associated with work-related stress, namely work overload, excessive demands at work, and work discontent. Furthermore, men who reported chronic worrying also experienced more symptoms of exhaustion. In terms of social stress, lack of social recognition and social contact were positively related to VE. In contrast, support-seeking behavior and perceived social support were linked to lower levels of VE.

Implicit motives were hypothesized to potentially exert a direct and indirect influence on the perception of chronic stress, social support, and the level of VE. The analyses for the second research question revealed that implicit affiliation motivation was positively associated with VE through increased perceived chronic stress. The effect of the affiliation motive on VE became negative when the pathways through support seeking and perceived social support were considered. Likewise, implicit achievement motivation was linked to lower VE through higher perceived support and less chronic stress. We found no direct correlations between implicit motives and VE or between implicit power and chronic stress or social support.

As proposed in the third research question, implicit motives further moderated the relationships between subtypes of stress and VE. Affiliation motivation increased the negative effect of work overload and lack of social contact on VE, while achievement motive enhanced the negative association between VE and lack of social contact and work discontent, respectively.

7) ORIGINAL RESEARCH; SECTION “CONCLUSION” [7]

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Psychological resources, satisfaction, and career identity in the work transition: an outlook on Sicilian college students

Conclusion and limitation

The findings of the study lead us to believe that a career identity in line with individuals’ own studies can affect the well-being of the individuals, thus increasing the motivation and mindfulness that create a virtuous circle, influencing the development of knowledge and skills, which are the base of proactivity and confidence in construction of one’s future career. This consideration is even truer in contextualizing the career-constructing process in relation to the constraints and economic and social problems that are present in some regions of Italy. Several areas of southern Italy have extremely critical macroeconomic indicators, high unemployment, and low industrial development, therefore requiring further effort toward the structuring of appropriate career-counseling services.

According to marketing education’s approaches, the study presented offers interesting suggestions to increase the value of the university as organization. In fact, among the dimensions analyzed, which have proved to be very relevant in the construction of the career identity, we are convinced that there are two areas that can be improved in the academic institutions. Regarding academic satisfaction, it would be necessary to plan and improve the services according to the needs of students in order to

meet their academic expectations. In regard to the core dimensions for career transition, readiness and confidence should be included in the interventions planned by career-counseling and job-placement services. In fact, we strongly believe that, first, tutoring activities, focused on a career counseling's perspective, should be to develop the students' awareness of their abilities and skills; then, the activities of job placement could favor vocations of the students to guide them toward a meaningful choice and a meaningful work.

More specifically, the career-counseling services should implement their interventions toward two directions: 1) monitoring the degree of students' satisfaction during their academic career because high levels of satisfaction prevent them from dropping out and are related with academic success; moreover, high levels of academic satisfaction contribute to a coherent career identity; 2) developing psychological resources, such as proactivity, emotional intelligence, resilience, courage and mindfulness, readiness, career adaptability and career identity through specific career-counseling or career-education programs. These interventions could contribute to helping students, after completing their degree, become more aware of their resources and able to face the numerous future transitions.

The research presented has some limitations that could be suggestions for future works: first, the cross-sectional nature of the study does not allow the monitoring of the degree of satisfaction during the academic attendance; second, the study does not make a comparison between groups with invariance for the equality factor because the sample taken was not homogeneous; and, moreover, future studies could involve more groups and those coming from different backgrounds and fields of study. In particular, the sample of the study has a prevalence of female students, which probably could affect the results: an extension of this study could involve a gender-paired sample and could

make a comparison between the results. Another critical point linked to the sampling regards the degree courses attended by the participants: probably some of them prepare the students to a clearer and definite career (e.g., medicine), while others have not clear professional paths (e.g., political science), and this could affect the development of the career identity; in future studies, a better-balanced sampling regarding the degree courses will allow to explore the differences from this point of view.

Despite these limitations, however, the results provide important suggestions on future research and interventions, for example in the ex-post-evaluation of the effectiveness of these intervention modes, not only in terms of satisfaction but also as employability of graduates.

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ADDITIONAL TASKS

1. Find any abstracts with keywords to scientific articles, translate them from English into Russian using thesaurus and dictionaries or online translators. Recommended free-access sites of indexed International scientific journals (SCOPUS):
 - Frontiers in Psychology. URL: <https://www.frontiersin.org/journals/psychology/sections/personality-and-social-psychology#articles>
 - The Journal of Problem Solving. URL: https://docs.lib.purdue.edu/jps/all_issues.html
 - Advances in Cognitive Psychology. URL: <http://www.ac-psych.org/en/issues>
 - Psychology Research and Behavior Management. URL: <https://www.dovepress.com/psychology-research-and-behavior-management-archive53>
 - BMC Psychology. URL: <https://bmcp psychology.biomedcentral.com/articles>
 - Psychological Intervention. URL: <http://journals.copmadrid.org/pi/archive.php>
 - The Open Psychology Journal. URL: <https://benthamopen.com/TOPSYJ/home/>
2. Find any abstracts with keywords to scientific articles, translate them from Russian into English using thesaurus and dictionaries or online translators. Recommended free-access sites of indexed Russian scientific journals:
 - Вестник Новосибирского государственного педагогического университета <http://vestnik.nspu.ru/archive>
 - Вестник КГПУ им. В.П. Астафьева <http://www.kspu.ru/page-4137.html>

- Сибирский педагогический журнал <http://sp-journal.ru/archive>
 - Вестник Московского университета. Серия 14. Психология <http://msupsyj.ru/articles/volumes/archive.php>
 - Сибирский психологический журнал http://journals.tsu.ru/psychology/&journal_page=archive
3. Find any full texts of scientific articles, translate them from English into Russian using thesaurus and dictionaries or online translators. The list of recommended free-access sites of indexed International scientific journals (SCOPUS) see in Task 1.
 4. Find any full texts of scientific articles, translate them from Russian into English using thesaurus and dictionaries or online translators. The list of recommended free-access sites of indexed Russian scientific journals see in Task 2.
 5. Write an article based on the results of your theoretical or empirical research connected with your final qualifying work (diploma or dissertation). Write the abstract which should give a brief summary of the article purpose and content and keywords (5-12) to your article. Translate them from Russian into English using thesaurus and dictionaries or online translators.
 6. Find a synopsis of a dissertation (master's or doctor's). Translate it from Russian into English using thesaurus and dictionaries or online translators.
 7. Write a synopsis of your own dissertation reflecting the main sections and ideas of your research. Translate it from Russian into English using thesaurus and dictionaries or online translators. Information about the typical structure of a synopsis of a dissertation can be obtained from this resource³.

³ <https://gigabaza.ru/doc/37572.html>

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