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, 2004

© - , 2004  
© “ ”  
**ISBN 954-577-207-7**

“ ”

[2].

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( ).

:( ).

),

[ ]

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( )

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.....	<b>170</b>
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# 1.

## 1.1.

(1890) Galton (1883), Bartlett (1932) Allport (1937), James

(life-styles).

« » (learning style)  
30-

Grigorenko Sternberg (1995)

: (1). ; (2).

(3).

1940 1970 .

70-

” (learning-centred approach).

(learning style)

. [63]

1979 .

(NASSP)

(cognitive styles - Witkin 1967),  
(temperament styles in learning

patterns - Golay 1982),  
Stringer,1984),  
mer,1983),  
1969),

(learning strategies –  
(cultural learning style – Bul-  
(cognitive learning style - Cohen  
(conceptual style – Lingenfelter, Gray, 1981),  
(learning style, modality  
and perceptual strength - Carbo 1986). [25; 30]

. [82]

M.Freeman D.Whitson

: (1).

; (2).

; (3).

(

); (4).

. [27]

Lawrence

(1984),

« »

: (1).

; (2).

; (3).

; (4).

E. Semple

« « »

70-

« »,

( )

.  
 /  
 ." [47]  
 (" ),  
 . [95]  
 (Oxford, Ehrman, 1988).  
 . [57]  
 NASSP: "  
 : "  
 ." [32]  
 (Dixon,  
 1986; Sodeman 1987).  
 (Cole Scri-  
 bner 1974; Baron, 1985);  
 (nett, 1983).  
 . [3;30]

20

Ehrman Oxford (1990) : "  
 ". [99]  
 Litzinger Osif (1992), "  
 : (1). : ; (2).  
 ( ): ; (3).  
 :  
 (J. Baron, 1985).  
 (R. Schmeck, 1983).  
 " "  
 " (J. Callachan, L. Clark, 1988).  
 Eugene Sadler-Smith,  
 1. / (Witkin, 1977; Riding, 1991).  
 2. Kolb (1984)  
 ; Honey & Mumford (1992) –  
 3. (Riech-  
 mann, Grasha, 1974).  
 4. "...  
 "..."  
 . (Murray-Harvey, 1994) [79]  
 Charles Claxton Patricia Murrell  
 : (1).  
 ; (2).  
 (3). ; (4).  
 : "  
 "( ),  
 "( ),  
 . (Kirby  
 1979). [14]

## 1.2.

( ) , ( ) , [30; 65] , ( ) , [3; 30] , / , [65] ,

, [3] ( ) , [3; 65] ( ) , [65] , [3; 30] ( ) , ( , 2002) ,

## 1.3.

### CURRY

Curry (1987)

(Curry's onion model),

“ ”

4

(1). (cognitive personality style) -

(2). (information processing style) -

(3). ( ) -

(4). (instructional preference) -

[32; 68]

1.4.

JUNG

Carl Jung

;(1).  
;(2).  
;(3).  
;(4). [32]

1.4.1. BRIGGS

S-

Isabel s Caterin Briggs (1978)  
(Myers-Briggs Type Indicator)

Carl Jung [32; 40]

s-Briggs [3]

	/	

[3; 32]:

1. (extrovert). 60%

2. (introvert). 40%

3. (sensate). 65%

4. (intuitive). 35%

5. (thinker). 55% 35%



( )

6. (feeler). 65% 45%

7. (judger). 45%

8. (perception). 55%

. Myers-Briggs

16

. [11; 15]

ISTJ ( )

ISFJ ( )

INFJ ( )

INTJ ( )

ISTP ( )

ISFP ( )

INFP ( )

INTP ( )  
 ESTP ( )  
 ESFP ( )  
 ENFP ( )  
 ENTP ( )  
 ESTJ ( )  
 ESFJ ( )

ENFJ ( )  
 ENTJ ( )  
 Shindler) [11]:  
 IT -  
 ES -  
 EF -  
 IN -  
 SJ  
 ESTJ  
 NP  
 SJ  
 NP -  
 ST  
 NT  
 NF  
 TJ ,  
 NT  
 INT -  
 ET -  
 IF -  
 INT -  
 IT -  
 EF -  
 IT -  
 EFJ  
 ESP  
 ESP -  
 IJ -  
 EP -  
 SJ -  
 NP -

(sensing)- (intuition) (thinking)- (feeling)

1. ( - ).

2. ( - ).

3. ( - ).

4. ( - ).

1. ( - ) 40%

2. ( - ) 25%

3. ( - ) 25%

4. ( - ) 10%

KEIRSEY. 1984 . Keirsey

1. « » 33%

2. ( ) 30%

3. , . 22%

“ ” ,

4. , . 15%

1.4.2. HENSON

SILVER-

.F.Silver R.J.Henson (1982), Jung,

1. - ,

2. - ,

3. -

4. [3]

## 1.5. SILVERMAN-FELDER

*L.K.Silverman R.M.Felder (1988)*

- 1.
- 2.
- 3.
- 4.
5. ( )

	-
	-
	-
	-
	-

(  
 Myers-Briggs D. Colb.  
 )  
 ( Silverman Felder.  
 )  
 ?

- 1.
  - 2.
  - 3.
  - 4.
  - 5.
  - 6.
  - 7.
  - 8.
  - 9.
  - 10.
- Silverman Felder
- [lb.]

## 1.6.

### 1.6.1. HERRMAN

*Herrman (1988)*

*Nedd*

120

Herrman:

( ) .

( ) .

( ) .



( ) D.

Herrman,

(1978)

H.Epstein

4:1

10-12

14-16

1.

2.

3.

4.

[lb.]

## 1.6.2. ALLINSON HAYES

Allinson Hayes (1996)

(the cognitive style index),  
[79]  
Allinson Hayes

(Slater, Narver).

[53]

- [64]
- *Dunn, Cavanaugh, Eberle, Zenhausern (1982)*

( ),

## 1.7.

### 1.7.1. KOLB

David Kolb (1976-84)

4

“ ”( ),  
(

( ).  
( )  
( ) .

“ ”

[Ib.]

**KOLB.** Kolb

4 ( ),  
(a). ; ( ).  
; ( ).  
; ( ).  
Kolb

Honey Mumford

(learning style). [40]

( )

1. (divergers):
2. (Convergers):
3. (assimilators):
4. (accommodators):

[61]



Kolb

( )  
 ).  
 ?", " ?", " ?" " ?"  
 [3; 79]:

**(ACCOMMODATORS).**

- " ?".

ос а

[79]

Hartman (1995)

1. -
2. -
3. -
4. -

Kolb

no

?”.

**(ASSIMILATORS).**

“

?”.

[lb.]

[79].

**(DIVERGERS).**

“ ”.



[3; 79].

(CONVERGERS).

“ ?”.

ca

[lb.].

[79].

### 1.7.2. MCCARTHY

*Bernice McCarthy*

Kolb Jung  
(4-MAT):

[14; 40]

1:

McCarthy :  
(INNOVATIVE LEARNERS).

2:

( )  
(ANALYTIC LEARNERS).

3:  
LEARNERS).

(COMMON SENSE

4:

(DYNAMIC LEARNERS).

2-

Beverly Serrell, Morna Hinton  
[40].

### 1.7.3. HONEY-MUMFORD

P.Honey . Mumford (1986-92)

Kolb. Kolb [79],  
(theorists), (pragmatists) (activists), (reflectors),

. [64]

(ACTIVISTS).

C. Rogers,

. [lb.]

(REFLECTORS).

(THEORISTS).

B.Bloom.

(PRAGMATISTS).

?”

. [lb.]

Honey Mumford

. [lb.]

### 1.7.4. ENTWHISTLE, BIGGS, SCHMECK

Entwhistle (1979)

: Craik, Lockhart (1972; Marton (1976) –  
Ausubel, Robinson (1966) -

[lb.]:

1. (meaning orientation).
2. (reproducing orienta-  
tion).
3. (achieving orientation).

4. **(holistic orientation).**  
**Biggs (1978)** Entwhistle,

“  
” . [lb.]

**R. Schmeck (1977)**

- (synthesis-analysis),
- (elaborative processing),
- (fact retention),
- (study methods). [lb.]

**1.8.**

**1.8.1. DUNN-DUNN**

**Kenneth Dunn Rita Dunn (1978)**

. [32]

- - 
  - 
  -
- );

**1.8.2.**

**DUNN-DUNN.**

Dunn-Dunn

“ ” “  
” “  
( )”  
Kreitner (1981)

(32,81%) (30,90 %).

- 62 %; - 55 %; 52 % -

. Wasson (1980)

Falkner (1994)

**REINERT.** Reinert (1976)

Dunn

“The Edmonds Learning Style Identification Exercise” (ELSIE)

- - 
  - 
  -
- . [lb.]

**HILL.** Hill (1976)

Style Interest Inventory and Style Mapping (CSII). Cognitive

; . [lb.]

**1.8.3. KEEFE-MONK**

Keefe Monk (1986)

24 ;

1. “ ” –

2. “ ” –

3. “ ” –

( [lb.]

Preferences) “ (Learning

Riechmann Grasha (1974) ( )

1. (dependent learners):
  2. (collaborative learners):
  3. (independent learners):
- “ ” ( [lb.]

**1.8.4. RIECHMANN-GRASHA**

mann Grasha (1974) Riech-

- Dun-Dun,
- [32; 64]:
- /
  - – /
  - /


[3], Grasha



( ). ( ). : (a).  
 ;  
 ( ).  
 ; ( )  
 ).  
 ( , )  
 ).  
 Cohen (analytic)  
 (relational).


/

( ).

[lb.]

**1.10.**

( ).  
 .Allinson Hayes

[64]  
 (Wenden, 1985, Oxford, [79]  
 1990).

[25; 44; 75; 99; 100]

[57]

(metacognition)

(Metcalfe, Shimamura, 1994).

[28]

Nelson Narens (1994)

- 1.
  - 2.
  3. " (FOK) -
  4. -
- " ". [44]

(1).

(2).

(3).

(4).



Vermunt

- (1). ( ),
  - (2). ,
  - (3). .
  - 4). -
- « » -
- « » -
- . . [13;

88].

## 2.

) ( -

( , , -

).

» -

. [1]

### 2.1.

, ,

.

, - , -

.

. [4]

« »

30- . [45; 68]

50-

,

,



(...).

"( ).

( ),

( ),

[4]

50-  
: (1). ; (2).  
; (3).

60-70-

[64]

, 1979 .  
(NASSP) (National  
Learning Styles Network)  
/ . NASSP  
(Learning Style Profile, LSP),

1984 . Messick 19 -  
[36]  
1991 . Riding Shema 30 -  
[6] 1991 .  
Frazier 7000 [10].  
[4]

(MacGillivray, 1981; Witkin, 1987).  
*Tennant* (1988)

[76]

[38].  
*Keefe* (1979) «

» [62] [54]

*Merriam Caffarella* (1991)

» [10].  
*Witkin, Moore, Goodenough Cox* (1977)

*Witkin, Oltman, Raskin Karp* (1971), [lb.]

» [93]  
*Witkin* (1978)

(Gallaher, 1992).

[79; 98]  
Allinson, Hayes, Kirton *Riding*  
:(a).

; ( ).

; ( ). ; ( ).  
; ( ).

; ( ).  
Messick (1976) . [79]

( )  
[55]

. [79]

. [8]

(Riding & Rayner,  
1998). [71]

Cornett (1983),

; Claxton, Ralston (1978) -  
; Dunn Dunn (1978) -

Kolb (1984) -  
; Witkin Goodenough (1981) -

. [86]

Waber (1989)

[36]

Appleton (1983)

. [91]

## 2.2.

**CURRY.**

Curry

**RIDING.**

“

”(the cognitive control model),  
Riding, Rayner, Wigley, Furnham (1995).

2.3.

2.3.1.

(1963).

[68]

[5]

(Riding, 1993).

RIDING. Richard Riding

Kaga (1964), Messick, Kogan

[lb.]

COHEN, PETTIGREW, KOGAN, WALLACH.  
Cohen (1967)

[64]

Pettigrew (1958), Kogan

Wallach (1964)–

KLEIN GARDNER.

Klein (1954)

Gardner (1959)

HARVEY, GARDNER, SCHOEN.

Harvey

(1961); Gardner Schoen (1962) -

PASK. Pask

[lb.]

KINDELL. Gloria Kindell (1989)

(Global-linear (holistic-analytical) model). [66]





2.3.3.

“  
**Kagan** (1964) Matching Familiar  
Figures Test (MFFT)  
: (1).  
; (2).  
(impulsivity-reflectivity).

“  
**Guilford** (1967) (convergent-divergent  
thinking)

“  
**Hudson** (1966).

“  
**Pask Scott** (1972)  
(holist-serialist  
thinking)

“  
” (Pask),  
. [64]

**GREGORC. Anthony Gregorc** (1982)

**1.** (concrete sequential  
learners),

**2.** (concrete random lear-  
ners),

**3.** (abstract sequential  
learners),

4.

(abstract random lear-  
ners),

Gregorc’s style  
delineator. [Ib.]

“  
(1989) **(A-E). Kaufmann**

(the assimilator-explorer cognitive style) [Ib.].

“  
**Michael Kirton** (1976) - KAI (Kirton Adaption-Innovation  
theory) 25

Kirton  
(the adaptor-innovator cognitive style)

(Cognitive level)  
( )  
(Cognitive style) “

(Kirton, 1998b).

( )

( )

( )

( )

( )

( ),

« »

Tiedemann (1989) [12; 53; 64]

“ ”. **Karl Jung** (1923)

“ ” “ ”

“ ” “ ”

[86]

“ / ”. **Myers** (1962)

Jung

( )

( ). [Ib.]

“ **Gordon** (Gordon's Cognitive Style Typology) (differentiation) (remote association).

( )

Gordon

[53]

--		<b>K</b>
		(Implementor)
		(Problem Finder)
		(Problem Solver)
		(Implementor)

## 2.4.

*Galton* (1883)

*Bartlett* (1932). 1971 . *Paivio* (1971)

“

- (Riding, Taylor, 1976; Richardson, 1977; Calvey, 1981; Kirby, 1988).

**Verbaliser-Imager**

(Reiber, Kini, 1991).

[5]

[lb.]

**RIDING. Richard Riding Geoffrey Read**

[73].

1.

2.

3.

4.

5.

[68]

“ ” : «

.” (Jonassen, Grabowski, 1993).

(Hollenberg, 1970; Jonassen, Grabowski, 1993; Richardson, 1999; Clements, 1981).

(Andris, 1996; Plass, Chun, Mayer, Leutner, 1998; Stenning, Cox, Oberlander, 1995).

**Maria Kozhevnikov, Mary Hegarty Richard Mayer** [46]

( )

(Baddeley, 1992; Farah, Hammond, Levine, Calvanio, 1988; Kosslyn, 1994; Logie, 1995),

( )

( ), [46]

“ ” Harvey (1961) Klein (1962).

[64]

“ ”



20-  
 ( ) (McGee, 1979).  
 ( ) ( ) . [38].

**2.5.**

**RIDING.**

60-  
 (Kolb, 1976; Pask, 1976; Honey & Mumford, 1986; Riding, 1991; Billings & Cobb, 1992; Larsen, 1992).  
 Riding, Cheema (1991) Rayner (1995).

**Richard Riding.**

*(Wholist-Analytic dimension)*

1.

2.

*(Verbal-Imagery dimension)*

[8; 64; 74; 78; 67]

(Riding & Pearson, 1994) (Riding & Wigley, 1997).

+0,1. (p < 0.05).  
 21-61 . r = 0,00 – 0,01.  
 [58]: Wholist/Verbaliser (WV), Wholist/Imager (WI), Analytic/Verbaliser (AV) Analytic/Imager (AI).

A.Russell [75]:

- 20%; - 55%; - 25%;
- 46%; - 23%; - 25%;
- / - 23%;
- / - 5%;
- / - 5%;
- / - 11%;

- / - 5%;
- / - 7%;
- / - 12%;
- / - 18%;
- / - 14%.

[78]

<b>K</b>			
	2.25	2.17	2.08
	1.24	2.00	2.93
	1.25	2.38	2.18

**EHRMAN-LEAVER (E&L). Madeline Ehr-**

man Betty Lou Leaver

2001-2003 . [24]

10

- The Ehrman–Leaver cognitive

styles construct (E&L).

E&L

: synoptic–ec-

tenic 10

**SYNOPSIS:**

**ECTASIS:**

(Field sensitivity):

“ ”

(Field insensitivity):

(Field independence):

).

(Field dependence): -  
 ( ) Random (non-linear): -  
 ( ) Sequential (linear):  
 (Global processing):  
 (Particular processing): -  
 (Inductive): -  
 (Deductive):

(Concrete): -  
 (Abstract): -  
 (Leveling):  
 (Sharpening):  
 (Impulsivity):  
 (Reflectivity):

	Synopsis	Ectasis
1		
2		
3	( )	( )
4		
5		
6		
7		
8	K	
9		
10		

(Synthesis): ;  
 (Analysis):  
 (Analogue): -  
 (Digital):

## 2.6.

## OWARD

### GARDNER

*Harry Morgan*

Intelligences, MI)

**oward Gardner** . [55].

(Theory of Multiple

. [Ib.]

1.

2.

(Birch, Lefford, 1967).



- (4). (Music/Rhythmic);
- (5). (Body/Kinesthetic);
- (6). (Interpersonal);
- (7). (Intrapersonal).

1-2 .

### 3.

#### 3.1.

##### 3.1.1.

**5PFT-** -

(Costa & McCree; Cacioppo; Digman; Elshout; Furnham; Goldberg; Hofstee)

( ) – . . **Big five factors (5PFT):** (1). – -

, (2). ( -

) – , , -

. (3). – , -

, , , (4). – ,

. (5). -

( ) –

. [13]

*V. Busato, F. Prins, J. Elshouta, C. Hamaker* -

5PFT, -

, -

, -

. [13]

. . *Furnham* -

0.33). [28]  
 McCrae LSI (r = 0.44), Kolb EPQ Eysenck (r = -0.34), Costa & McCrae (r = -0.70) +0.48. [80]  
 - Furnham, Jackson, Forde Cotter -  
 Kolb -  
 [29]  
 (Myers-Briggs), (Eysenck),  
 (16 PF). [79]  
 « » « » [68]  
 [64]  
 [71; 77]  
 - 41 %, - 53 % - 6 %.  
 (Rayner & Riding, 1996) [68; 76]  
 Henry - : (a).  
 ; ( ).

Roberts Fustfeld: ( ). - ; ( ).  
 ; ( ). ; ( ). ; ( ).  
 Glynn: (a) ; ( ).  
 Fustfeld " " : Roberts  
 ;  
 Chaharabaghi & Newman : (1).  
 ; (2). ; (3).  
 ( ) -  
 [79]  
**3.1.2.**  
 [64] , ( ) - ( )  
 ( [Ib.]

(Riding & Pearson, 1994; Riding & Agrell, 1997),  
 . [68; 70]

Riding  
 -0,10 0,12. [75]  
 / 6  
 ( )  
 85 %

Kaley (1977)

Cody (1983)  
 : IQ 145 , 90% ( )  
 ); IQ 135 – 145, 80% ( )  
 ); IQ 125 – 135, 80% ( )  
 );

/

Cody (1983)  
 (5-12 ), IQ:  
 (a). (100-119) - :  
 ;  
 ;  
 ( ). (130-139) -  
 ;  
 ;  
 ( ). (145 ) -  
 ;  
 ;

Yong (1992)

Ricca (1983)

Riding & Pearson (1994) Nations-Miller (1993)  
 (r=0.05)  
 ; (r=0.12). [80]  
 Busato, Prins, Hamaker Visser (1995)  
 ; [13].  
 sen- Lynch, Woelf, Steele Hans-  
 [51]

Wild (1979)  
 (disabled) 4

Price (1982)

Lux (1987), Yong

McIntyre (1992)  
 Pederson (1984)

Dunn (1994)

Hill (1987)

**3.1.3.**

(Beatty, Homer, & Kahle, 1988);



30 %  
 “ ”  
 5 %  
 S. Rief,  
 ; 20 % ; 30 % ; 10 % ; 50 %  
 ; 70 % ; 90 %

3.1.5.

•  
 •  
 •  
 Spires (1983), Perrin (1982) –  
 2-6 Braio (1995), Griggs, Price, Kopal, Swaine  
 (1984) – 4-6 , Marino (1993) –  
 Trautman (1979) Tanenbaum (1982)  
 (Andrews, 1990; Brunner & Majewski, 1990; Elliot, 1991,  
 Klavas, 1993 , Perrin, 1990; Stone, 1992; Klavas, 1994).  
 . A.Slaats, H. Lodewijks  
 & J. van der Sanden [88]

3.2.

ding Taylor (1976)  
 7- . [68]  
 (Saracho, 1986a).  
**SARACHO. IiviaSaracho,**  
 [82]  
 “ / ”  
 • “ - ” (FD)  
 • “ - ” (FI)  
 . (Renzi, 1974; Saracho, Spodek, 1994)  
 Coates (1975) Steele (1981) [55; 82; 83].  
 • FD- FI-



- FD-
- FD-
- FD-
- 3 .
- FD
- FI-
- FI-
- FD-

**HAENSLY. Patricia Haensly**

(1989). / Pascual-Leone

(1). ; (2).

(3). . Cohen (1987)

. [36]

) 40 % - ( 12% ) . (

(Dunn & Dunn, 1992, 1993).

28 %

10:30 14:00. 10:00 -

40%, “ ”

13 % “ ” (Dunn & Dunn, 1992).

**PRICE. Price (1980)**

- - , - 5-6
- - , -
- - , - 7-8 ,
- - , -
- - , -
- - , -
- - , -
- - 9-12
- - 6-8 ; - - 12.

(Dunn, Dunn, 1992).

**3.3.**

. [14]

(NSTA)

Campbell (1990) . [46]

(Lingenfelter, Gray, 1981).  
[61].  
PEPS (Dunn, Dunn, & Price, 1981)

Cafferty (1980).

Wallace (1995)

(auditory),

[21]

Cox Ramirez (1981)

[65]

1.

2.

3.

4.

Pam Gentry [30]:

1.

2.

3.

4.

1.

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- 2.
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- 3.
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- 4.
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- 5.
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- 6.
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7.

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- 

8.

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- 

naugh, Eberle, Zenhausern, 1982).

. Sormunen (1993)

: (1).

; (2).

; (3).

1.

2.

3.

4.

5.

. [32]

### 3.4.

Adaptive Hypermedia Systems (AHS)

**AES-CS:** «

».

AES-CS





: 1, 2, 3, 6, 8, 9 .  
 : 2, 3, 4, 6, 8, 9 .  
 : 4, 3, 6, 7, 8, 9 .

22  
9

**DALTON COLLEGE.** Dalton college  
Kolb

- 1. : , , , , , -
- 2. : , , , , , -
- 3. : , , , , , , -
- 4. : , / , , , -
- 5. : / , , , -

- 1. : - -
- 2. : - -
- 3. : - -
- 4. : - -
- 5. : - -
- 6. : - -
- 7. : - -
- 8. ( ): - -
- 9. : - -
- 10. : - -
- 11. : - -
- 12. : - -
- 13. : - -
- 14. : - -
- 15. : - -
- 16. : - -
- 17. : - -
- 18. : - -
- 19. : - -
- 20. : - -
- 21. : - -
- 22. : - -

**4.1.2. DUNN, DUNN & PRICE**

104- *The*  
**Learning Style Inventory (LSI)** Dunn, Dunn, Price [22],  
 3- Likert- ( , ). -

- 22 - , ,
- LSI, -
- ( ). : , -
- ( ). : , , -
- ( ). : , , , -
- ( ). : , -
- LSI -

**4.1.3. ROSE**

*Collin Rose* (1987).

K	-			K
K	?			
K	?			
K	?			
K	?			
	?			
K	?			
	?			
	-	help,		
	-			

**4.1.4. ENTWISTLE-TAIT**

*The Revised Approaches to Studying Inventory (RASI)*  
Entwistle Tait (1994) 38

- (2). ; (3). : (1). ; (4). ; (5).

- 1. (Deep Approach).
- 2. (Surface Approach).
- 3. (Strategic Approach).
- 4. (Lack of Direction).
- 5. (Academic Self-confidence).

[79].

**4.1.5. PARAGON LEARNING STYLE INVENTORY**

*The Paragon Learning Style Inventory (PLSI)*  
48 Jung. 1992. 8. [54]  
"a" "b".

- 1. ; (b).
- 2. ... ( ). ; (b).
- 3. ; (b).
- 4. ... (a). ; (b).
- 5. ... (a). ; (b).
- 6. ... (a). ; (b).
- 7. ... (a). ; (b).
- 8. ... (a). ; (b).

- (a). 9. ; (b). ...
- 10. ; (b). -
- ... (a). ; (b).
- 11. ? (a). " /
- "; (b). " /
- 12. ; (b). " "
- ... (a). ; (b).
- 13. .... (a). ;
- (b).
- 14. - ... (a). ; (b). .
- 15. ; (b). ...
- (a). ; (b).
- 16. - ... (a). ,
- ; (b). .
- 17. ... (a). -
- ; (b).
- 18. ... (a). ; (b).
- 19. - ... (a). ; (b).
- 20. ... (a). ; (b). ,
- 21. ? (a). ; (b). .
- 22. ; (b). ...
- (a).
- 23. ... (a). ; (b). -
- 24. - ? (a). ;
- (b).
- 25. ... (a).
- ; (b). .
- 26. , ... (a). -
- ; (b).
- 27. ... (a). ; (b).

- (b). 28. ... (a). ;
- 29. ( ) -
- ... (a). ; (b). .
- 30. - ... (a). ; (b).
- 31. , ... (a). -
- ; (b).
- 32. ... (a). .
- ; (b).
- 33. - ? (a). ; (b).
- 34. - ... (a). ; (b).
- 35. - ... (a). ; (b).
- 36. - ? (a). -
- ; (b).
- 37. ... (a). -
- ; (b).
- 38. ... (a). , ;
- (b). ,
- 39. - ... (a). -
- ; (b).
- 40. , ; (b). .
- ... (a). ; (b).
- 41. ... (a). ; (b).
- 42. - , ... (a). -
- ; (b). -
- 43. - ... (a). ; (b).
- 44. - ... (a). , ; (b). -
- 45. -
- ... (a).
- ; (b).
- 46. , ... (a). -
- ; (b).



47. ... (a).

; (b).

48. ... (a).

; (b).

E: 1a,5a,9a,13a,17 ,21 ,25 ,29 ,33 ,37 ,41 ,45 .

I: 1b,5b,9b,13b,17b,21b,25b,29b,33b,37b,41b,45b.

S: 2a,6a,10a,14a,18 ,22 ,26 ,30 ,34 ,38 ,42 ,46 .

N :2b,6b,10b,14b,18b,22b,26b,30b,34b,38b,42b,46b.

F: 3a,7a,11a,15a,19 ,23 ,27 ,31 ,35 ,39 ,43 ,47 .

T : 3b,7b,11b,15b,19b,23b,27b,31b,35b,39b,43b,47b.

J: 4a,8a,12a,16a,20 ,24 ,28 ,32 ,36 ,40 ,44 ,48 .

P: 4b,8b,12b,16b,20b,24b,28b,32b,36b,40b,44b,48b.

16 -

[11; 15]:

ISTJ ( , , , )

ISFJ ( , , , )

INFJ ( , , , )

INTJ ( , , , )

ISTP ( , , , )

ISFP ( , , , )

INFP ( , , , )

INTP ( , , , )

ESTP ( , , , )

ESFP ( , , , )

ENFP ( , , , )

ENTP ( , , , )

ESTJ ( , , , )

ESFJ ( , , , )

ENFJ ( , , , )

ENTJ ( , , , )

4.1.6. REID

Reid's perceptual learning style preference questionnaire (PLSPQ)

J.Reid (1984-90). : (1).

, (2). , (3). , (4). , (5).

(6). 30 ,

5-

: - 3, 4, 5, 21, 23; -  
13,18, 27, 28, 30; - 6, 10, 12, 24, 29; - 1, 7, 9, 17,  
20; - 11, 14, 16, 22, 25; - 2, 8, 15, 19, 26. [100]

1. , - .
2. , .
3. - ,
4. , , .
5. , - , .
6. - , .
7. , - .
8. - , .
9. - , , .
10. , - .
11. - , .
12. - , .
13. , - .
14. - , .
15. , .
16. - , .
17. , - , .
18. , - .
19. - , .
20. - , .
21. - .
22. , .
23. , .
24. - , .
25. , .
26. - .
27. - , .
28. - , .
29. - , .
30. , .

4.1.7.

HOWARD GARDNER

Howard Gardner - learning styles inventory 35 -

5 Gardner.

- - 1, 8, 15, 22, 29;
- - 2, 9, 16, 23, 30;
- - 3, 10, 17, 24, 31;
- - 4, 11, 18, 25, 32;
- - 5, 12, 19, 26, 33;
- - 6, 13, 20, 27, 34;
- - 7, 14, 21, 28, 35.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
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- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.
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- 22.
- 23.
- 24.

- 25.
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- 27.
- 28.
- 29.
- 30.
- 31.
- 32.
- 33.
- 34.
- 35.

4.1.8.

JESTER

The Learning style survey for collefe Catherine Jester [http://www.metamath.com/multiple/multiple\_choice.cgi#vv"]

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3. ( . )
4. ,
5. -
6. ,

7. - ,
- 8.
- 9.
10. ,
- 11.
- 12.
- 13.
14. ,
15. “ ”
- 16.
17. ,
- 18.
19. , ,
- 20.
- 21.
22. “ ”
- 23.
- 24.
25. “ ”
26. ,
- 27.
28. ,
29. - ,
- 30.

31. \_\_\_\_\_ “ ”

32. \_\_\_\_\_ ,

### 4.1.9. FELDER-SOLOMAN

#### *The Fedler-Soloman's Index of Learning Styles*

1991 Richard M. Felder Barbara Soloman, L. Silverman.

:( ; - ; - )

1996

[<http://www.engr.ncsu.edu/learningstyles/submit.php>].

100 000

44-

“a”, “b”.

1. \_\_\_\_\_ (A) (B)

2. \_\_\_\_\_ (A) (B)

3. \_\_\_\_\_

\_\_\_\_\_ (A) (B)

4. \_\_\_\_\_ (A)

(B)

5. \_\_\_\_\_ (A) (B)

6. \_\_\_\_\_

\_\_\_\_\_ (A) (B)

7. \_\_\_\_\_ (A) (B)

8. \_\_\_\_\_ (A) (B)

9. \_\_\_\_\_

\_\_\_\_\_ (A) (B)

10. \_\_\_\_\_

\_\_\_\_\_ (A) (B)

11. \_\_\_\_\_

\_\_\_\_\_ (A) (B)

12. \_\_\_\_\_

\_\_\_\_\_ (A) (B)

13. \_\_\_\_\_

\_\_\_\_\_ (A) (B)

14. \_\_\_\_\_

\_\_\_\_\_ (A) (B)

15. \_\_\_\_\_

\_\_\_\_\_ (A) (B)

16. \_\_\_\_\_

\_\_\_\_\_ (A) (B)

17. \_\_\_\_\_

\_\_\_\_\_ (A) (B)

18. \_\_\_\_\_

\_\_\_\_\_ (A) (B)

19. \_\_\_\_\_

\_\_\_\_\_ (A) (B)

20. \_\_\_\_\_ ( )

(B)

21. \_\_\_\_\_

\_\_\_\_\_ (A) (B)

22. \_\_\_\_\_

\_\_\_\_\_ (A) (B)

23. \_\_\_\_\_

\_\_\_\_\_ (A) (B)

24. \_\_\_\_\_ :  
 (A) \_\_\_\_\_ , (B) \_\_\_\_\_
25. \_\_\_\_\_ :  
 (A) \_\_\_\_\_ , (B) \_\_\_\_\_
26. \_\_\_\_\_ :  
 (A) \_\_\_\_\_ (B) \_\_\_\_\_ ,
27. \_\_\_\_\_ :  
 (A) \_\_\_\_\_ (B) \_\_\_\_\_
28. \_\_\_\_\_ :  
 (A) \_\_\_\_\_ -  
 (B) \_\_\_\_\_
29. \_\_\_\_\_ :  
 (A) \_\_\_\_\_ (B) \_\_\_\_\_ ,
30. \_\_\_\_\_ :  
 (A) \_\_\_\_\_ (B) \_\_\_\_\_
31. \_\_\_\_\_ :  
 (A) \_\_\_\_\_ (B) \_\_\_\_\_ ,
32. \_\_\_\_\_ :  
 (A) \_\_\_\_\_ (B) \_\_\_\_\_
33. \_\_\_\_\_ :  
 (A) " \_\_\_\_\_ " ,  
 (B) \_\_\_\_\_
34. \_\_\_\_\_ :  
 (A) \_\_\_\_\_ , (B) \_\_\_\_\_ ,
35. \_\_\_\_\_ :  
 (A) \_\_\_\_\_ , (B) \_\_\_\_\_ ,
36. \_\_\_\_\_ :  
 (A) \_\_\_\_\_ (B) \_\_\_\_\_
37. \_\_\_\_\_ :  
 (A) \_\_\_\_\_ , (B) \_\_\_\_\_
38. \_\_\_\_\_ :  
 (A) \_\_\_\_\_ ( \_\_\_\_\_ ) (B) \_\_\_\_\_

39. \_\_\_\_\_ :  
 (A) \_\_\_\_\_ (B) \_\_\_\_\_
40. \_\_\_\_\_ :  
 (A) \_\_\_\_\_ (B) \_\_\_\_\_
41. \_\_\_\_\_ :  
 (A) \_\_\_\_\_ (B) \_\_\_\_\_
42. \_\_\_\_\_ :  
 (A) \_\_\_\_\_ (B) \_\_\_\_\_
43. \_\_\_\_\_ :  
 (A) \_\_\_\_\_ (B) \_\_\_\_\_
44. \_\_\_\_\_ :  
 (A) \_\_\_\_\_ (B) \_\_\_\_\_
- 37, 41. - : 1, 5, 9, 13, 17, 21, 25, 29, 33,
- 34, 38, 42. - : 2, 6, 10, 14, 18, 22, 26, 30,
43. - : 3, 7, 11, 15, 19, 23, 27, 31, 35, 39,
- 30, 34, 38, 44. - : 4, 8, 12, 16, 18, 22, 26,

4.1.6.

FUNG.

Y. Fung. 40

**OXFORD. The Oxford's style analysis survey e**  
 110 , 4 .  
 : (1). ; (2).  
 ; (3). ; (4).  
 ; (5). . [99]

**O'BRIEN. O'Brien's Learning Channel Preference Checklist**  
 5- - . [lb.] 36 ,

**HONEY & MUMFORD. Honey & Mumford's Learning Styles Questionnaire (LSQ)**  
 Duff Tim Duff. 80- 80 Angus (1  
 0). :  
 ( ), ( )  
 ( ). : -  
 ( ) - ( ). [23]

**EDMONDS. The Edmonds Learning Style Identification Exercise (ELSIE)**  
 1976 . Reinert  
 : (1). , - ,  
 (2). , (3). -  
 (4).  
 . [48]

**KIRBY. The Visualizer-Verbalizer Questionnaire (VVQ)**  
 Kirby (1988). 20 -  
 « » « » . [lb.]

**WINTERGERST- DECAPUA. Wintergerst And Decapua's Learning Styles Indicator**  
 1999 . Wintergerst DeCapua [99]. 23 , -  
 : , , , . -

Reid (1984) , ,  
**4.2.**  
 (b) : (a) -

**4.2.1. HILL**  
 " "  
 (The Memories Of Schooling Questionnaire)  
 Jeanne Hill 7 . [38]  
 I: 7654321  
 7654321  
 7654321  
 7654321  
 7654321  
 7654321  
 7654321  
 7654321  
 III: 7654321  
 7654321

**4.2.2. HILL**  
 " "  
 (The Cognitive Confidence Questionnaire)  
 Jeanne Hill 9 , 5- -  
 : - . [39]  
 I. 1.

2. (Control).  
 3. (Innovation). [17; 68]  
 4. ( )  
 5. Allinson & Hayes (1996)  
 CSI (Cognitive Style Index).  
 38  
 76 ( ),  
 0,  
 Hill [38] (1). CSI  
 ( ;(2). CSI  
 ;(3). CSI  
 : 1 - 0.76; 2 - 0.68; 3 - 0.67; 4 - 0.87; 5 - 0.87; 6 - 0.67; 7 - 0.65; 8 - 0.65; 9 - 0.50.

**4.2.3.**

**TBR** (The Test Of Behavioral Rigidity) (Schaie, 1996; Schaie, Parham, 1975): (Motor-Cognitive Flexibility, MCF) -  
 2. (Attitudinal Flexibility, AF) -  
 3. (Psychomotor Speed, PS) - [17]  
**MOOS.** **WES** (Moos, 1986)  
 10 5- Likert- (Autonomy).

**ALLINSON-HAYES.**  
 Allinson & Hayes (1996)  
 CSI (Cognitive Style Index).  
 38  
 76 ( ),  
 0,  
 Hill [38] (1). CSI  
 ( ;(2). CSI  
 ;(3). CSI  
**KOLB.** David Kolb.  
 (LSI-IIA) 12 4  
 ( ):  
**BARSCH.** J.Barsch  
 (Barsch Learning Style Inventory)  
 24  
**CANFIELD.** (Canfield Learning Styles Inventory) A. Canfield.  
 - 4  
 -30.  
**LAFFERTY-MORRIS.** Life  
 J. Lafferty G. Morris.  
 12

**HENDRIX-FRYE.**

**Vocational**

**Learning Styles Inventory** Helena Hendrix-Frye.

75  
:7-12.

**OWENS-BARNES.**

**Learning**

**Preference Scale – Students (LPSS)** Lee Owens Jeniffer Barnes.

: (1). ( ), (2).  
( ), (3). ( ).

. LPSS 36  
(3 12), « » - « ».

**PARLETTE.**

**Recognizing**

**Others' Thinking Profiles** Nicolas Parlette  
:

**5.**

**5.1.**

(  
)  
(Rayner, 1998; Agor, 1986; Doktor, 1982; Taggart, 1985)

Curry (1983),

(Instructional Preference)

Kagan (1966)

[39]



5.2.

30

“ ” “ ”

(Dunn, 1997).

(Cox, Ramirez, 1981). [35]

Jacqueline Irvine & Darlene York

[41]

[34]

(“ ”)

( Swisher Page (1990)

[91]

(Redding, 1980).

( Kagan, 1964) (Olie, 1995).

Schmeck

(1988)

Schmeck (1988)

( )

(Kolb, 1984; Allinson & Hayes, 1997; Griffiths, 1994; Hill, 1998; Sitko-Lutek, 1998),

Allinson Hayes (1997)

Taggart (1997),

Hill (1998)

(  
Sitko-Lutek (1998),

Cook (1998)

[94]

[18]

;(1).

;(2).

;(3).

(Nakamura 1964).

(Cole, 1971; Cooper, 1980; Reynolds, Skillbeck, 1976; Swisher, Deyhle, 1989; Vyas, 1988; Yu, Bain, 1985). Anderson (1988-1995), Banks (1994), Longstreet (1994)

Richmond (1996) Montgomery (1999)

[99]

A.Wintergerst, A. DeCapua M. A.Verna,

(Campbell, Connolly, 1984; Cathcart, Cathcart, 1997; Chen, Chung, 1997).

(Yum, 1988).

(Anderson, 1993; Reid, 1987, Song, 1995).

[Ib.]

Heath

1990).

(Vasquez,

( )

[33]

Dunn (1993)

Ewing (1993)

Tseng (1993). Hong (1995)

(Dunn, Griggs, & Price, 1993; Jalali, 1988; Sims, 1988; Yong and Ewing, 1992).

( ),

[lb.]

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

[lb.]

(Hale-Benson, 1986; Shade, 1989; Hilliard, 1989);

[35]

J. Hale (1986)

[52]

Jackson-Allen (1994)

Jacobs (1987)

(Dunn, 1990) –

Shade, 1989)

(Bert & Bert, 1992; Moore, 1990;

Wax, Wax Dumont (1964)

[35]

Brewer (1977)

(Werner, Begishe, 1968; Longstreet,

1978).

(Appleton,

1983).

(Brown,

1980). [91]

(Moore, 1990).

[35]

[Ib.]

Hickson (1994)

4

12

Ewing (1992)

### 5.3.

Ramirez (1989), “

(1991),

”

[35]

Bernstein (1958)

Gardner

Hoeksema, 1986).

[86]

(relational).

(analytic)

Cohen (1969)

[61]

(Bernstein, 1981).

Hess Shipman (1965)

Hartmann Haavind (1981)

( ; ); ;

Dyk Witkin (1965)

- Berry 1966; Dawson 1967;

Witkin 1967. [Ib.]

Mayers

- 
- 
- 

Cohen (1969), Berry (1966, 1971, 1974), Witkin (1967)

Cole Scribner (1974),

Cohen (1969)

( . ),

( )

Yando, Kagan 1968).

(Kagan 1966;

. Murrain (1983)

(Witkin, 1967).

. [Ib.]

### 5.5.

( )

50

-7.  
/

4,

### 5.4.

. Pizzo (1981)

(40 dBA)

(75 dBA)

( 50),

. Krimsky (1982)

. Shea (1983)

( )

. Carruthers Young (1979)

. C.Murray (1980) -

Lam-Phoon (1986) -

(Dunn, Gemake, Jalai, Zenhausern, Quinn, 1990; Sims,

1988);  
(Dunn, 1990).

),

2001-2002 .

(

. [42; 43].

: “

“ , ”.

1. ( ) (power distance, PDI)

). ( )

. [38]

• ( - PD ,

• ( - PD, ).

“

), t<sub>cr</sub> = 1,65. 0,26 ( - ) 1,06 ( -

0,16. : Av 0,49 ( ) 0,52 ( ), SD 0,11

-2,04, t<sub>cr</sub> = 1,66. ( ) : Av 0,54 SD 0,15; - : Av 0,49 SD

0,11. Av - SD -

2. (individualism, IDV)

, ,

;

. [39]

• ( IND);  
• ( IND).

(3,45) (t = 1,19) - (2,57), t<sub>cr</sub> = 1,65.  
- Av 0,55, SD 0,16.

: Av 0,48, SD 0,15;  
: Av 0,50, SD 0,11.

SD 0,11-0,15. : Av 0,52-0,53

”: t -0,47, t<sub>cr</sub> = 1,65.

3. (masculinity, MAS) -

”

. [lb.]

( ).

• “ ” ( MAS);  
• “ ” ( MAS).

(3,10) (t = -0,29) - (3,66), t<sub>cr</sub> = 1,65.  
: Av 0,52, SD 0,16.

“ ” : Av 0,45, SD 0,10-0,14.

SD 0,11-0,16. : Av 0,50 0,48

1,31, t<sub>cr</sub> = 1,65.

4. (uncertainty avoidance, UAI) -

( ),  
[lb.]

( UNA);  
( UNA).

(t = -0,88)  
(2,01) - (3,10), t<sub>cr</sub> = 1,65.  
UNA: Av 0,52, SD 0,11.  
UNA: Av 0,46, SD 0,14.  
: Av 0,50, SD 0,16.

Av 0,50 ( ) 0,51 ( ) SD 0,11-0,16.  
": t -0,56, t<sub>cr</sub> = 1,65.

5. (long-term versus short-term orientation, LTO) -

Bond (1987).  
[19]

( LTO);  
( LTO).

: t = 2,68 ( - ), 9,22 ( - ), 11,03 ( - ), t<sub>cr</sub> = 1,65.  
Av 0,61, SD 0,14. - : Av 0,55, SD 0,09. - : Av 0,34, SD 0,12.

: Av 0,58, SD 0,15, " 0,52, SD 0,11 " : t 2,54, t<sub>cr</sub> = 1,65.

**Fons Trompenaars**

". [96]

1. (universalism vs. particularism, UNI).

(rules vs. relationships).

( UNI);  
( UNI).  
: t = 1,71 ( - )  
, 5,67 ( - ), 6,77 ( - ), t<sub>cr</sub> = 1,65.  
: Av 0,56, SD 0,16. - :  
Av 0,53, SD 0,10. - ,  
Av 0,44, SD 0,14. : Av 0,56 ( )

0,51 ( ) SD 0,11-0,16.  
": t -1,77, t<sub>cr</sub> = 1,65.

2.





(Wei),  
 ( )  
 ( ATE);  
 ( ATE).  
 : Av 0,6 SD 0,16.  
 : Av 0,45, SD 0,14.  
 : Av 0,50, SD 0,11.  
 : t 2,24, t<sub>cr</sub> = 1,65.  
 Av 0,51 ( ) 0,52 ( ) SD 0,11-0,16.  
 " : t -0,70, t<sub>cr</sub> = 1,65.

( ) (PDI) -  
 (IDV) -  
 (MAS) -  
 (UAI) -  
 (LTO) -  
 (UNI) -  
 (AFF) -  
 (SPE) -  
 (ACH) -  
 (ATT) -  
 (AT ) -

- PDI  
 ( ) 4  
 - IDV, MAS, UAI, SPE.  
 6 - LTO, UNI,  
 AFF, ACH, ATT, AT  
 : IDV, MAS, UAI, SPE, ATT, AT ,

## 6.

### 6.1.

27 2001-2002 126 -  
 ( ) ( )  
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LSI. Myers-Briggs Paragon  
 C.Rose.  
 Colb 9-  
 Colb.  
 LSI Dunn, Dunn, Price [22], 9-  
 Likert-  
 Cognitive Confidence Questionnaire [39].

### 6.2.

#### 6.2.1.

( t- -  
 : - : 3,21; -

- : 8,94; - : 8,62.  $t_{cr} = 1,96$   
 0,95. -  
 - 0,95 0,41, -  
 : -0,27 - -0,06 -  
 .  
 • “ ”\_ ( -  
 ) ”\_ ; -  
 • “ ”\_ -  
 ; ”\_ -  
 • “ ”\_ -

6.2.2.

(+) (-). - +  
 “ ” “ ”  
 “ ” ”: t 4,80 ( - )  
 11,88 ( - ),  $t_{cr} = 1,66$ .  
 - : Av 0,59 SD 0,35; - :  
 Av 0,25 SD 0,46 - - : Av - 0,37 SD 0,41.  
 -  
 - (+) : ”: t 0,13  
 (-). “ ”: t 0,13  
 ( - ) - 0,64 ( - ),  $t_{cr} = 1,66$ . “ ”  
 -  
 : Av 0,18 0,25, SD 0,61 0,69. -  
 : (+)  
 (-).

3,35 ( - ) - 5,96 ( - ),  $t_{cr} = 1,66$ . : t -  
 - : Av - 0,30; -  
 : Av 0,09 - - : Av 0,53.  
 : SD 0,49 0,60.  
 .  
 : - -  
 (+) - (-).  
 : -  
 (t = 1,52)  
 (6,54) - (5,30),  $t_{cr} = 1,66$ .  
 ( ) - Av 0,40 ( ) 0,27, SD 0,40.  
 : Av - 0,31, SD 0,48.  
 - ,  
 (+) (-). ”: t 4,87 ( - )  
 12,49 ( - ),  $t_{cr} = 1,66$ .  
 - : Av 0,59 SD 0,354; - : Av  
 0,17 SD 0,52 - - : Av - 0,41 SD 0,44.  
 -  
 (+)  
 (-). “ ”: t  
 0,12 ( - ) 1,46 ( - ),  $t_{cr} = 1,66$ . ”: t  
 -  
 - 0,09 0,08.  
 : Av 0,10 ( ) - 0,07 ( ),  
 : SD 0,6.

(+) (-)  
 " " : t  
 1,83 ( - ) 3,02 ( - ),  $t_{cr} = 1,66.$   
 : Av 0,24 SD 0,65; - : Av  
 0,04 SD 0,50 - - : Av - 0,21 SD 0,55.

(+) (-)  
 " " : t  
 2,45 ( - ) 3,96 ( - ),  $t_{cr} = 1,66.$   
 : Av 0,34 SD 0,64; - :  
 Av 0,05 SD 0,55 - - : Av - 0,30 SD 0,56.

(+) (-)  
 " " : t  
 1,74 ( - ) 3,92 ( - ),  $t_{cr} = 1,66.$   
 : Av 0,40 SD 0,63; - :  
 Av 0,09 SD 0,58 - - : Av - 0,14 SD 0,53.

( ) (+)  
 (-). " " : t  
 0,54 ( - ) 1,06 ( - ),  $t_{cr} = 1,66.$   
 : Av 0,27 ( )  
 0,08 ( ), : SD 0,5.

(+), (-). " " : t  
 2,39 ( - ) 5,88 ( - ),  $t_{cr} = 1,66.$   
 : Av 0,44 SD 0,57; - ( : Av 0,20 SD 0,49  
 ), - :  
 Av - 0,38 SD 0,58. ) - :

(+) (-).  
 (t = - 0,22) - (1,58)  
 (-2,24),  $t_{cr} = 1,66.$   
 : Av - 0,02 0,05, SD - Av 0,20, 0,5.

(+) (-)  
 " " : t  
 3,57 ( - ) 5,05 ( - ),  $t_{cr} = 1,66.$   
 : Av 0,42 SD 0,47;  
 : Av 0,17 SD 0,40 - " - : Av -  
 0,20 SD 0,57.

(+) (-). " " : t  
 2,71 ( - ) 4,74 ( - ),  $t_{cr} = 1,66.$   
 : Av 0,50 SD 0,34; - - :  
 Av 0,30 SD 0,36 - - : Av - 0,02 SD 0,52.

3,39 ( - ) 8,39 ( - ),  $t_{cr} = 1,66$ .  
 Av -0,37 SD 0,48. : Av 0,49 SD 0,48; :  
 : Av 0,11 SD 0,55.

(+) (-).  
 (4,13) (t = 1,27) (4,76),  $t_{cr} = 1,66$ .  
 0,45; - - : Av 0,59 SD  
 Av 0,01 SD 0,59. : Av 0,47 SD 0,45 - - :

(-). ( ), - (+)  
 (t = 0,73) - (-1,12)  
 (-1,69),  $t_{cr} = 1,66$ .  
 Av -0,14 ( ) 0,14 ( ), : SD  
 0,5.

(+) (-).  
 (0,30) (t = -1,92) (-0,93),  $t_{cr} = 1,66$ .  
 0,08 ( ) -0,28 ( ), : Av -  
 0,6. : SD

(-). (+)  
 3,49 ( - ) 8,61 ( - ),  $t_{cr} = 1,66$ .  
 : Av 0,39 SD 0,41; -  
 : Av -0,45 SD 0,40.  
 : Av 0,11 SD 0,42.

(+)  
 (1,51) (t = -2,71) (-0,12),  $t_{cr} = 1,66$ .  
 : Av 0,07,  
 : Av -0,16 ( ) -0,12 ( )  
 : SD 0,5.

(+)  
 (-).  
 -2,81 ( - ) -5,28 ( - ),  $t_{cr} = 1,66$ .  
 : Av 0,44 SD 0,52;  
 : Av -0,33  
 SD 0,58 ( ) Av -0,07 SD 0,55 ( ).

(+)  
 (-).  
 1,82 ( - ) 3,73 ( - ),  $t_{cr} = 1,66$ .  
 : Av -0,38 SD 0,50;  
 : Av 0,16 SD 0,55.

« » - : Av -0,02 SD 0,46.

(+) (-).  
 (t = 5,67) -  
 (4,62),  
 (0,65), t<sub>cr</sub> = 1,66.

: Av 0,37,  
 : Av -0,18 ( ) -0,27 ( ),  
 : SD 0,5.

(-).  
 (+)

3,30 ( - ) 6,67 ( - ), t<sub>cr</sub> = 1,66.

: Av 0,56 SD 0,41;  
 : Av -0,10 ( ) -0,37 ( ). SD

0,57.

(+) (-).  
 “ ”: t

6,26 ( - ) 14,85 ( - ), t<sub>cr</sub> = 1,66.

: Av -0,56 SD 0,42;

: Av 0,71 SD - 0,30.

0,24, SD - 0,49.

(+) (-).

(t = -1,89)

(1,22) (-0,47), t<sub>cr</sub> = 1,66.

: Av 0,14,

: Av -0,08 ( ) -0,05  
 : SD 0,5.

( ),

(+) (-).

”: t

4,32 ( - ) 11,49 ( - ), t<sub>cr</sub> = 1,66.

0,38 SD 0,51;

SD - 0,36.

: Av 0,68 (

: Av 0,33, SD - 0,51.

**MYERS-BRIGGS.**

76

2003 .

E ( ) : I ( ) - 58,33% : 41,67%;  
 45,66 : 54,33%; - 65,00% : 35,00%.

S ( ) : N ( ) - 61,41% : 38,59%;

46,66 : 53,33%; - 38,33% : 62,67%.

F ( ) : T ( ) - 38,25% : 61,75%;

36,66 : 63,33%; - 53,33% : 46,67%.

J ( ) : P ( ) - 43,33% :  
 56,67%; 53,33 : 46,67%; - 64,17% : 35,83%.

**ESTP (**

);

**INTJ (**

).

ENFJ( )

- : Av 0,38-0,32 SD 0,13-0,24.  
t = 0,14 0,82 t<sub>cr</sub> = 1,94.
- : Av 0,30-0,33 SD 0,11-0,21. t = - 0,01 -0,55 t<sub>cr</sub> = 1,94.
- : Av 0,31-0,34 SD 0,07-0,16. t = 0,40 -0,78 t<sub>cr</sub> = 1,94.

COLB.

- : t = 1,50 t<sub>cr</sub> = 2,01.
- : Av 0,62-0,64 SD 0,10-0,17.
- : Av 0,66-0,67 SD 0,05-0,13.
- : Av 0,62-0,70 SD 0,06-0,17.
- : Av 0,53-0,63 SD 0,11-0,17.

1 9, 5 -

22 - [64].

(1).

- ( 1 - )  
. Av 3,41 ( ) 5,80 ( ) 7,20 ( )  
SD 1,79-2,05. : t = 3,82 ( - ), 2,83 ( - ),  
2,11 ( - ) t<sub>cr</sub> = 1,86.
- ( 9 - ) . Av 6,26-6,80; SD 2,05-2,99.  
: t = 2,14 t<sub>cr</sub> = 1,89.
- ( 1 - ) . Av 4,40-4,80; SD 1,64-2,83. t = - 0,04 0,38 t<sub>cr</sub> = 1,83.
- ( 9 - ) . Av 5,40-5,70; SD 1,14-2,91. t = 0,00-0,40 t<sub>cr</sub> = 1,84.

(2).

- ( 9 - ) . Av 5,40 ( ) 6,26; SD 1,14-3,03 ( ) .  
(t = 2,09)  
(2,39) t<sub>cr</sub> = 1,83.
- ( 1 - ) - Av 4,89, SD 2,78, - Av 5,60; SD 1,14-2,89. : t = 1,90 2,01  
t<sub>cr</sub> = 1,83.
- ( 1 - ) - Av 4,59 ( ) 4,80 ( ); SD 2,39-3,20; - 6,00 1,87. : t = 1,88 ( - )  
2,35 ( - ) t<sub>cr</sub> = 1,83.
- ( 9 - ) . Av 6,80-7,07; SD 1,30-2,42. - Av 4,80 SD 3,03.  
: t = -2,58 -3,13 t<sub>cr</sub> = 1,83.



(3).

- $4,40$  ( ), SD 1,95-2,97.  $t = 1,78$ ;  $t_{cr} = 2,19$ .
- $5,04$ , SD 0,84-3,33.  $t = -0,13$   $0,26$   $t_{cr} = 1,82$ .
- $6,60$ , SD 2,18 ( )  $5,33$   $3,16$  ( ),  $t_{cr} = 1,82$ .
- $6,60-5,42$  ( ) SD 1,83-3,07.  $t = 3,19-2,87$   $t_{cr} = 1,79$ .
- $5,20-5,80$ , SD 1,79-2,78.  $t = 0,52$   $t_{cr} = 1,78$ .

(4).

- $5,40$  ( ),  $6,00$  ( )  $6,67$  ( ); SD 1,52-2,40.  $t = -2,14$  ( - ),  $-4,34$  ( - )  $-2,11$  ( - )  $t_{cr} = 1,77$ .
- $5,26-5,80$  ( ), SD 1,92-2,89.  $t = 1,97$   $2,06$   $t_{cr} = 1,84$ .
- $1,79-2,09$ .  $t = -2,23$  ( - ),  $-1,94$  ( - )  $t_{cr} = 1,77$ .
- SD 1,95-2,74.  $t = 2,17$  ( - ),  $-1,99$  ( - )  $t_{cr} = 1,77$ .

- $1,86$ .  $t = 0,33-0,56$   $t_{cr} = 1,79$ .
- $1$  ( ) - Av 3,20, SD 2,05,  $t_{cr} = 1,79$ .
- $(-3,97)$  ( ) - Av 5,30, SD 2,32 ( )  $5,80$   $1,92$  ( );  $t_{cr} = 1,79$ .
- $(-3,57)$  ( ) - Av 5,11-6,20 SD 1,64-2,58.  $t = -3,21$   $t_{cr} = 1,87$ .
- $2,98$   $t_{cr} = 1,87$ .
- $1$  ( ) - Av 4,00, SD 2,94,  $t_{cr} = 1,79$ .
- $2,45$   $t_{cr} = 1,79$ .

- “ ”.
- $0,24$ .
- $0,57$  ( ),  $0,68$  ( ),  $0,66$  ( )  $0,70$  (Hill).
- $-1,43$   $t_{cr} = 1,71$ .
- $0,60$  ( ),  $0,80$  ( ),  $0,76$  ( )  $0,76$  ( )  $0,50$  ( ),  $0,85$  ( ),  $0,69$  ( )  $0,68$  ( )  $0,60$  ( ),  $0,40$  ( ),  $0,54$  ( )  $0,67$  ( )









“ ” - ESTP ( Myers-Briggs: ) ; “ ” - INTJ ( ) ; “ ” - ENFJ ( ) .

### 6.3

Marge Philbin  
Colb. [60]  
W.Perry (1968)

- / , / -
- , , , ,
- , , -
- , -
- ,
- 20 . (1986), Belenky
- : ,
- : ,
- : -
- : -
- : .

Gilligan, [84]

[35]

### 6.3.1.

( ) -2,91 ( - ),  $t_{cr} = 1,96$   
0,95, 0,95  
0,33.

- “ ” - ( -
- “ ” - ;

### 6.3.2.

” :  $t = -4,27$ ,  $t_{cr} = 1,66$ .  
- ) SD 0,39; - : Av 0,58 ( : Av  
0,33 SD 0,36.

0,91,  $t_{cr} = 1,66$ . “ ” : t  
: Av 0,32, SD -0,40 ( ) 0,26 0,58 ( ).

$t_{cr} = 1,66$ . : Av -0,11 : t 0,91,  
- SD 0,68; : Av  
0,01 SD 0,49.

:  $t = -1,94$ ,  $t_{cr} = 1,66$ .  
Av 0,02, SD 0,470.  
: Av 0,19, SD 0,64.

” :  $t = -1,69$ ,  $t_{cr} = 1,66$ .

0,42. : Av 0,54 SD 0,36; : Av 0,43 SD  
 27 , , .

": t -0,60,  $t_{cr} = 1,66$ .  
 : Av -0,12 ( ) -0,02  
 : SD 0,6.

": t -2,82 ( $t_{cr} = 1,66$ ).  
 : Av -0,01, SD -0,63. : Av 0,33;

": t 0,00 ( $t_{cr} = 1,66$ ).  
 Av 0,36, SD 0,64 0,54.

": t -2,09 ( $t_{cr} = 1,66$ ).  
 : Av 0,06 SD 0,62. : Av 0,28 SD

": t -0,17 ( $t_{cr} = 1,66$ ).  
 : Av 0,28-0,30, SD 0,62, -0,44.

": t -2,89 ( $t_{cr} = 1,66$ ).  
 : Av 0,17 SD 0,57. : Av 0,41 SD 0,42;

: t = 0,77 ( $t_{cr} = 1,66$ ).  
 : Av 0,04 ( )  
 0,07 ( ), SD 0,5.

": t -2,04 ( $t_{cr} = 1,66$ ).  
 : Av 0,32 SD 0,55; : Av 0,08 SD 0,56.

": t -3,04 ( $t_{cr} = 1,66$ ).  
 : Av 0,56 SD 0,42; : Av 0,28 SD 0,42.

": t -1,88 ( $t_{cr} = 1,66$ ).  
 : Av 0,49 SD 0,48; : Av

: t = -2,46 ( $t_{cr} = 1,66$ ).  
 : Av 0,67 SD -0,34; : Av 0,45 SD 0,42.

: t = 6,14 ( $t_{cr} = 1,66$ ).  
 : Av -0,36 SD -0,56. : Av 0,12, SD -0,52.

: t = -0,61,  $t_{cr} = 1,66$ .  
 : Av 0,20 ( ) -0,28 ( ), : SD 0,6.

“ ”: t -0,85 (t<sub>cr</sub> = 1,66).

: Av 0,21 ( ) 0,08 ( ) SD 0,5.

: t = -1,01 (t<sub>cr</sub> = 1,66).

, : Av -0,14 ( ) -0,02 ( )  
: SD 0,62 0,48

“ ”: t 2,22 (t<sub>cr</sub> = 1,66).

: Av -0,20 SD 0,60;  
: Av 0,01 SD 0,49.

“ ”: t 1,19 (t<sub>cr</sub> = 1,66).

: Av -0,11 SD 0,66,  
: Av 0,06 SD 0,65.

: t = 2,37, t<sub>cr</sub> = 1,66.

: Av -0,29;  
: 0,03,

SD 0,5.

“ ”: t 2,61 (t<sub>cr</sub> = 1,66).

: Av -0,25 SD 0,57; - : Av 0,00 SD 0,53.

“ ”: t -4,19 (t<sub>cr</sub> = 1,66).

: Av 0,57 SD 0,34;  
: Av 0,31 SD -0,42.

: t = 0,46, t<sub>cr</sub> = 1,66. Av 0,03

-0,03, SD 0,5.

“ ”: t -7,21 (t<sub>cr</sub> = 1,66).

: Av 0,67 SD 0,36;  
0,51.

: Av 0,21 SD -  
27

**MYERS-BRIGGS.**

76 2003 . :  
E ( ) : I ( ) - 56,75% : 43,25%;  
44,44% : 55,56%.  
S ( ) : N ( ) - 56,35% : 43,65%;  
53,24% : 46,76%.  
F ( ) : T ( ) - 41,27% : 58,73%;  
39,81% : 60,19%.  
J ( ) : P ( ) - 56,35% :  
43,65%; 62,04% : 37,96%.

**ISTJ (**

**ESTJ (**



- 0,36 ( ) SD 0,13-0,16.  $t = -1,15$   $t_{cr} = 1,68$ . : Av 0,31 ( )
- 0,28 ( ) SD 0,13-0,18. : Av 0,38 ( )  
:  $t = 2,15$   $t_{cr} = 1,69$ .
- Av 0,31 ( ) 0,36 ( ) SD 0,12-0,17. :  
:  $t = -1,14$   $t_{cr} = 1,69$ .

- COLB.** 9-
- Colb. 1,25  $t_{cr} = 1,69$ .
- ( ) SD 0,14. : Av 0,60 ( ) 0,66
  - ( ) SD 0,12. : Av 0,64 ( ) 0,67
  - SD 0,08-0,13. : Av 0,64 ( ) 0,61 ( )
  - ( ) SD 0,10-0,130. : Av 0,59 ( ) 0,62

- (1).
- ( ) 1 - ,5 - SD 2,99-3,17.  $t = 0,35$   
 $t_{cr} = 1,72$ .
  - ( ) 9 - ). Av 6,33, SD 2,85 ( ) 6,24 2,64  
( ).  $t = 0,51$   $t_{cr} = 1,72$ .
  - ( ) 1 - ). Av 4,33, SD 2,50 ( ) 4,76  
2,59 ( ).  $t = 0,41$   $t_{cr} = 1,72$ .
  - ( ) 9 - ). Av 5,83, SD 3,21 ( ) 5,29 3,19 ( ).  
:  $t = 2,37$   
 $t_{cr} = 1,72$ .

- (2).
- 9 - ). Av 6,78, SD 2,34 ( ) 5,48 2,75 ( ).  
:  $t = 3,51$   $t_{cr} = 1,72$ .
  - ( ) 1 - - Av 4,39, SD 2,40, - Av 5,76, SD 2,41.  
:  $t = 2,88$   
 $t_{cr} = 1,72$ .
  - 1 - ). Av 4,94, SD 2,62 ( ) 4,62 3,14 ( ).  $t = 0,87$   
 $t_{cr} = 1,72$ .
  - ( ) 9 - ). Av 6,72, SD 2,30 ( ) 6,76 2,61 ( ).  $t = -0,16$   
 $t_{cr} = 1,72$ .

- (3).
- 9 - ) - Av 5,83, SD 2,64, - Av 4,71, SD 3,10.  
:  $t = 2,80$   $t_{cr} = 1,72$ .
  - ( ) 1 - - ) - Av 4,06, SD 2,98  
( ) 4,29 2,55 ( ).  $t = 0,79$   $t_{cr} = 1,72$ .
  - 1 - ) - Av 4,11, SD 2,72, - Av 5,71, SD 2,80.  
:  $t = 1,86$   $t_{cr} = 1,72$ .
  - ( ) 9 - - ) - Av 6,33 SD 2,52, - : Av 4,90, SD 3,02. :  $t = -3,12$   $t_{cr} = 1,72$ .
  - ( ) 9 - - ). Av 5,33, SD 2,95 ( ) 5,24 2,51 ( ).  $t = -0,12$   
 $t_{cr} = 1,72$ .

- (4).
- ( ) 9 - - ).









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