

lessons for school-girls which was oriented towards the interests, needs and values of the youth who have humanistic aims. In the experimental groups most of the students point to the fact that the role of physical lesson in the development of social activity, interest to creative activity, in the rise of self-confidence, belief in one's own possibilities is really significant.

P1307**Emotional intelligence: meaning and development at the University of Kazakhstan**

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Goal of study: revealing the specifics of the emotional intelligence of teachers, different levels of efficiency activity, its interrelation with successful professional activity. Conclusions: Emotional intelligence is the capability to consciousness, acceptance and adjustment of the emotional state and feeling of other people and itself, the key components of which include the empathy, tolerance, self-concept; emotional intelligence development level. Specific of the emotional intelligence of teachers relate to the most important professionally substantial characteristics of personality and medium the performance efficiency: for the teachers who have not achieved the top professionalism in their work, the emotional intelligence is expressed in a process of teachers' communication but not affect the training processes; orientation to the performance improvement not taking into account personal specific features of the school students is attributable to the adult or elderly teachers, who keeps the monologic and authoritarian forms of pedagogic interaction. Key words: emotional intelligence

P1308**Depressive tendencies and relative factors in high school girls (1)-Focusing on self-evaluation and academic performance -**

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This study examined the relationship between self-evaluation, academic performance, and depressive tendencies in high school girls (ages 15-18). A questionnaire survey was conducted in a private school. Students (N=493) responded to five scales: the Japanese version of the Depression Self-Rating Scale for Children (DSRS-C), self-worth evaluation, social competence, academic performance and self-reported academic performance. As the indices of academic performance, the total standardized score of Japanese, mathematics, and English from an achievement tests were used. A multiple regression analysis was conducted with depressive tendencies as the dependent variables, and self-worth evaluation,

social competence, academic performance, and self-reported academic performance as independent variables. Results indicated that self-worth evaluation and social competence affected depressive tendencies, whereas both objective and self-reported academic performance were not related to depression. It is suggested that high self-worth evaluation and high social competence might be factors that inhibit depression.

P1309**The study of professional motivation among future psychologists in post-soviet kazakhstan**

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The purpose of the research is the professional motivation of future psychologists in post-Soviet Kazakhstan. In order of research the issue, the following tests "An orientation on professional self-realization", "Satisfaction with the chosen profession" and "Motivation of achievement of professional success" were applied. Research shows that the majority of students-psychologists have the average level of professional motivation. Low and high expressiveness levels of professional motivation by Fischer criterion shows that 3 year students have lower level of an orientation on professional self-realization ($F=5.25$; $F=2.25$); among 4th year students ($F=2.83$; $F=5.54$) and motivation of achievement of professional success ($F=4.06$; $F=8.23$). Thus, the above-mentioned aspects could be the determining factors that could promote optimization of all processes of Kazakhstani students' professional education.

P1310**A study on university students' awareness through interactive lessons with elementary school students -Intergenerational communication through "Children's Physical Play"-**

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This study conducted a subjective-opinions survey of university students to collect data on intergenerational communication as promoted by "Children's Physical Play" in a practice-oriented curriculum. Assessments provided by the teacher of the curriculum and by student-organized event participants were analyzed together with the survey responses,

yielding these results: 1) University students earning a particular letter grade shared specific characteristics: "A students" had good grades and were ambitious with regard to volunteer activities in the future. "B students" were highly interested in children, but tended to be passive and not enthusiastic about talking with children. "C students" were proactive in communicating, but showed little positive attitude with regard to volunteer activities outside class. 2) Generally, the university students were impressed by the intergenerational communication promoted by the interactive lessons. Survey outcomes suggest that the practice-oriented curriculum helped the university students to develop various competencies, each at their respective levels of performance.

P1311**Social capital as protective factor of Japanese students' mental health: Comparison between schools in Japan and Japanese schools overseas**

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The population of Japanese students living abroad has been steadily increasing. Several studies have reported social capital as a protective factor of students' mental health (e.g. Sun & Stewart, 2007). This study investigated the functioning of social capital that is focused on the community connectedness for Japanese students in Japan and overseas. There were 724 participants in Japan and 880 participants in Japanese schools overseas all from grades 4-9. The study collected self-reported responses to variables of mental health: resilience; relationships with friends, family, and teachers; school connectedness; and community connectedness as social capital. Hierarchical multiple regression analyses were conducted to test the relationships between students' mental health and various protective factors. Statistically significant differences were found between the two groups. Results suggest that the functioning of community connectedness as a protective factor for students' mental health differs according to cultural contexts.

P1312**Epistemic practice to improve elementary students' construction of scientific arguments: A case analysis of the effects caused by commenting on peers' arguments using epistemic criteria**

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This study examines how epistemic practice contributes to improvement in scientific argument construction. In this study, epistemic