Full text in Russian: Егорова М.С. Исследование развития в психологии

Lomonosov Moscow State University, Moscow, Russia индивидуальных различий

> About author Suggested citation

The changes that have occurred in psychology of individual differences in the last two decades are associated with 1) a significant expansion of the object of study (appearance of new traits that belong to different domains of effective functioning); 2) interdisciplinary-oriented studies of the nature of individual differences (behavioral genetics and evolutionary psychology). Consequently, changes of the approaches to studies of development have taken place. Besides the traditional descriptions of developmental trajectories and age-to-age changes in variability, studies of interaction (trait-trait, trait-situation, genotype-environment) have been conducted. New quasi-experimental methods that allow to evaluate the role of genotype and environment in interpersonal variation and intergenerational transmission are proposed.

Keywords: trait theory, trait constellation, trait-environment interaction, genotypeenvironment interaction, development, epidemiological study, epigenetic inheritance

## References

Ackerman P.L. Knowledge and cognitive aging. In: F. Craik, T. Salthouse (Eds.), The Handbook of Aging and Cognition. New York, NY: Psychology Press, 2008. pp. 443–489.

Ackerman P.L. On weaving personality into a tapestry of traits. British Journal of Psychology, 2009, 100(1), 249–252.

Ackerman P.L., Beier M.E. Trait complex, Cognitive investment and Domain Knowledge. In: R.J. Sternberg, E. Grigorenko (Eds.), The Psychology of Abilities, Competencies, and Expertise. New York, NY: 2003. pp. 1–30.

Ackerman P.L., Beier M.E. Further Explorations of Perceptual Speed Abilities in the Context of Assessment Methods, Cognitive Abilities, and Individual Differences During Skill Acquisition. Journal of Experimental Psychology: Applied, 2007, 13(4), 249–272.

Ackerman P.L., Cianciolo A. Cognitive, Perceptual-Speed, and Psychomotor Determinants of Individual Differences During Skill Acquisition. Journal of Experimental Psychology: Applied, 2000, 6(4), 259–290.

Ackerman P.L., Kanfer R. Test length and cognitive fatigue: an empirical examination of performance effects and examinee reactions. Journal of Experimental Psychology, 2009, 15, 163–181.

Batty G.D., Deary I.J., Gottfredson L.S. Premorbid (early life) IQ and Later Mortality Risk: Systematic Review. Annals of Epidemiology, 2007, 17(4), 278–288.

Bellani M., Nobile M., Bianchi V., Van Os J., Brambilla P. G × E interaction and neurodevelopment I: Focus on maltreatment. Epidemiology and Psychiatric Sciences, 2012, 21(4), 347–351.

Block J. A contrarian view of the five-factor approach to personality description. Psychological Bulletin, 1995, 117(2), 187–215.

Boyle G.J., Saklofske D.H. (Eds). The Psychology of Individual Differences. Vol. 2: Personality. London: SAGE Publications, 2004.

Brendgen M., Boivin M., Barker E.D., Girard A., Vitaro F., Dionne G., Pérusse D. Geneenvironment processes linking aggression, peer victimization, and the teacher-child relationship. Child Development, 2011, 82(6), 2021–2036.

Brendgen M. The interplay between genetic factors and the peer environment in explaining children's social adjustment. Merrill-Palmer Quarterly, 2014, 60(2), 101–109.

Burt S.A. The next steps in our understanding of gene–peer interplay: A commentary. Merrill-Palmer Quarterly, 2014, 60(2), 238–244.

Byrd A. L., Manuck S.B. MAOA, childhood maltreatment, and anti- social M., Barbaranelli C. The contribution of personality traits and self-efficacy beliefs to academic achievement: A longitudinal study. British Journal of Educational Psychology, 2011, 81(1), 78–96.

Chamorro-Premuzic T., Furnham A., Ackerman P.L. Incremental validity of typical intellectual engagement as predictor of different academic performance measures. Journal of Personality Assessment, 2006, 87(3), 261–268.

Das J.P. Three Faces of Cognitive Processes: Theory, Assessment, and Intervention. In: T.C. Papadopoulos, R.K. Parrila, J.R. Kirby (Eds.), Cognition, Intelligence, and Achievement. San Diego: Academic Press, 2015 in press, pp. 19–47.

D'Onofrio D.M, Lahey B.B., Turkheimer E., Lichtenstein P. Critical Need for Family-Based, Quasi-Experimental Designs in Integrating Genetic and Social Science Research. American Journal of Public Health, 2013, 103(1), 46–55.

Deary I.J., Whalley L.J., Star J.M. A Lifetime of Intelligence. Follow-up studies of the Scottish Mental Surveys of 1932 and 1947. Washington, DC: American Psychological Association, 2009.

DiLalla L.F. Genetic and behavioral influences on received aggression during observed play among unfamiliar preschool-aged peers. Merrill-Palmer Quarterly, 2014, 60(2), 168–192.

Graham E., Lachman M.E. Personality traits, facets and cognitive performance: Age differences in their relations. Personality and Individual Differences, 2014, 59(1), 89–95.

Hood K.E., Halpern C.T., Greenberg G., Lerner R.M. (Eds). Development, Science, Behavior and Genetics. Wiley-Blackwell, 2010.

Furnham A., Chamorro-Premuzic T., McDougall F. Personality, cognitive ability, and beliefs about intelligence as predictors of academic performance. Learning and Individual Differences, 2003, 14(1), 49–66.

Furnham A., Richards S., Rangel L., Jones D.N. Measuring malevolence: Quantitative issues surrounding the Dark Triad of personality. Personality and Individual Differences, 2014, 67, 114–121.

Gaysina D., Fergusson D.M., Leve L.D., Horwood J., Reiss D., Shaw D., Elam K., Natsuaki M.N., Neiderhiser J.M., Harold G. Maternal smoking during pregnancy and offspring conduct problems: Evidence from three independent genetically-sensitive research designs. JAMA Psychiatry, 2013, 70(9), 956–963.

Irwing P. The general factor of personality: Substance or artefact? Personality and Individual Differences, 2013, 55(3), 234–242.

Leary M.R., Hoyle R.H. Handbook of Individual differences in Social Behavior. New York, NY: Guilford Press, 2009.

Lee K., Ashton M.C. The Dark Triad, the Big Five, and the HEXACO model, Personality and Individual Differences, 2014, 67(1), 2–5.

Loehlin J.C., Goldberg L.R. How much is personality structure affected if one or more highest-level factors are first removed? A sequential factors approach. Personality and Individual Differences, 2014, 70, 176–182.

Lubinski D. Scientific and social significance of assessing individual differences: "Sinking Shafts at a Few Critical Points". Annual Review of Psychology, 2000, 51(1), 405–444.

Marsh H.W., Martin A.J. Academic self-concept and academic achievement: Relations and causal ordering. British Journal of Educational Psychology, 2011, 81, 59–77.

Pailing A., Boon J., Egan V. Personality, the Dark Triad and violence. Personality and Individual Differences, 2014, 67, 81-86.

Pembrey M.E., Bygren L.O., Kaan G. et al. Sex-specific, male-line transgenerational responses in humans. Journal of Human Genetics, 2006, 14, 159–166.

Petrides K., Frederickson N. An application of belief–importance theory in the domain of academic achievement. British Journal of Educational Psychology, 2011, 81(1), 97–111.

Rauthmann J.F., Will T. Proposing a multidimensional Machiavellianism conceptualization. Social Behavior and Personality, 2011, 39, 39–404.

Revelle W., Wilz J., Condon D.M. Individual differences and differential psychology. In: T. Chamore-Premuzic, S. Stumm, A. Furnham (Eds.), Handbook of Individual differences. Oxford: Willey-Blacwell, 2011. pp. 3–38.

Salovey P., Mayer J.D. Emotional intelligence. Imagination, Cognition, and Personality, 1990, 9(3), 185–211.

Salovey P., Sluyter J.D.(Eds.). Emotional development and emotional intelligence. New York, NY: Basic Books, 1997.

Schonpflug U. (Ed.) Cultural transmission. Psychological, Developmental, Social and Methodological Aspects. Cambridge: University Press, 2009.

Sevdalis N., Petrides K.V., Harvey N. Predicting and experiencing decision-related emotions: Does trait emotional intelligence matter? Personality and Individual Differences, 2007, 42, 1347–1358.

Snyder M., Gangestad S. Self-monitoring: Appraisal and reappraisal. Psychological Bulletin, 2000, 126(4), 530–555.

Song L.J., Huang G., Peng K.Z., Law K., Wong C., Chen Z. The differential effects of general mental ability and emotional intelligence on academic performance and social interactions. Intelligence, 2010, 38(1), 137–143.

Thapar A., Harold G., Rice F. Do intrauterine or genetic in Duences explain the foetal origins of chronic disease? A novel experimental method for disentangling effects. BMC Medical Research Methodology, 2007, 7(6), 25.

Tollefsbol T. (Ed.). Transgenerational Epigenetics: Evidence and Debate. Amsterdam, London, 2014.

Urhahne D., Chao S., Florineth M.L., Luttenberger S., Paechter M. Academic self-concept, learning motivation, and test anxiety of the underestimated student. British Journal of Educational Psychology, 2011, 81(1), 161–177.

Vernon P.A., Villani V.C., Vickers L.C., Harris J.A. A behavioral genetic investigation of the Dark Triad and the Big 5. Personality and Individual Differences, 2008, 44(2), 445–452.

Veselka L., Schermer J.A., Vernon P.A. Beyond the big five: The dark triad and the Supernumerary Personality Inventory. Twin Research and Human Genetics, 2011, 14(2), 158–168.

Veselka L., Schermer J.A., Vernon P.A. The Dark Triad and an expanded framework of personality. Personality and Individual Differences, 2012, 53(4), 417–425.

Voelkle M.C., Wittmann W.W., Ackerman P.L. Abilities and skill acquisition: A latent growth curve approach. Learning and Individual Differences, 2007, 16, 303–319.

Wachs T.D. Necessary but not Sufficient: The Respective Roles of Single and Multiple Influences on Individual Development. Washington, DC: American Psychological Association, 2000.

Whelan Y.M., Kretschmer T., Barker E.D. MAOA, early experiences of harsh parenting, irritable opposition, and bullying-victimization: A moderated indirect-effects analysis. Merrill-Palmer Quarterly, 2014, 60(2), 217–237.

Received 13 July 2014. Date of publication: 31 August 2014.

<u>About author</u>

Egorova Marina S. Ph.D., Professor, Corresponding Member, Russian Academy of

Education; Head, Department of Behavioral Genetics, Faculty of Psychology, Lomonosov

Moscow State University, ul. Mokhovaya, 11–9, 125009 Moscow, Russia.

E-mail: ms\_egorova@mail.ru

Suggested citation

Egorova M.S. A study of the development of psychology of individual

differences. Psikhologicheskie Issledovaniya, 2014, Vol. 7, No. 36, p. 12. http://psystudy.ru

(in Russian, abstr. in English).

Permanent URL: http://psystudy.ru/index.php/eng/2014v7n36e/1033-egorova36e.html

Back to top >>