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CISES s.r.l. & PSIOP

Political and Economic Self-Constitution: Citizenship Activity and Education

Proceedings of the VI international scientific and practical seminar
June 5th, 2018
Olsztyn, Poland

Edited by
Irina Bondarevskaya, Beata Krzywosz-Rynkiewicz

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CITIZENSHIP ACTIVITY AND CITIZENSHIP EDUCATION

Citizenship education model and young people civic action

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Introduction. Both the contents and the practices of education can be viewed as elements of civic, political education and can be analyzed in relation to moral regulation. At the teaching level, students acquire information which furthers their understanding of the way the state and democratic institutions work. The role that education plays in developing the relationship between young people and the democratic state may be described either as civics or citizenship education, and often the terms will be used interchangeably. The purpose of citizenship education in schools (primary and secondary) is to make secure and to increase the knowledge, skills and values relevant to the nature and practices of participative democracy; also to enhance the awareness of rights and duties, and the sense of responsibilities needed for the development of pupils into active citizens; and in so doing to establish the value of involvement in the local and wider community (glocal and cosmopolitan) to individuals, schools and society.

Objectives. The core question issue of citizenship education is how to improve students' role as enlightened and autonomous citizens, able and willing to participate in a humane and democratic society. Educators have long debated whether citizenship education should constitute a separate subject or whether the relevant topics should be integrated with the curricula of other subjects (Koseła, 2004; Krzywosz-Rynkiewicz, Zalewska & Ross 2010; Rymsza, 2009). In 20 education systems, central level curricula treat citizenship education as a compulsory separate subject, sometimes starting at primary level but, more usually, at the lower secondary and / or upper secondary level. In the study presented in the paper, we will analyze:

- differences in the citizenship activity of young people from countries where citizenship education is not a compulsory subject and countries where it is compulsory at one, two and three levels of education;
- differences in the citizenship activity of young people from countries where citizenship education is integrated with the curricula of other subjects and countries where it is taught as a separate subject.

Method and Procedure.

Research tools – indicators of citizenship behavior

In the study, we relied on the 34-item Citizenship Behavior Questionnaire where the respondents' citizenship behaviors are evaluated on a 4-point scale (the research tool and the procedure are described in Zalewska, Krzywosz-Rynkiewicz, 2018).

The indicators of citizenship activity were developed based on the results noted for 3 forms and 8 types of citizenship:

1) Passive – (8 items, Cronbach's Alpha = 0.80), including *national identity* – 5 items, Cronbach's Alpha = 0.81 and *patriotism* – 3 items, Cronbach's Alpha = 0,72;

2) Semi-active – (6 items, Cronbach's Alpha = 0.70), including *civic virtues* – 3 items, Cronbach's Alpha = 0.51 and *loyalty* – 3 items, Cronbach's Alpha = 0.60

3) Active – (20 items, Cronbach's Alpha = 0.78), including *social* (incidental involvement in activities or organizations that work for the community, participation in activities aiming to maintain local identity or community) – 10 items, Cronbach's Alpha = 0.75, *political* (readiness to become a member of a

political party or run for office in adulthood) – 2 items, Cronbach's Alpha = 0.71 as well as *change*-oriented (involvement in legal or illegal processes aiming to instill political and / or social change, staging protests or aiming to control the authorities) – 4 items, Cronbach's Alpha = 0.79, and *personal* activities (working towards individual independence, taking responsibility for own life and health, aiming to be in charge of development and education, striving for financial independence) – 4 items, Cronbach's Alpha = 0.67 (refer to: Zalewska & Krzywosz-Rynkiewicz, 2011), Krzywosz-Rynkiewicz & Zalewska, 2015).

The civic virtues subscale is less reliable, therefore, the relevant results should be interpreted with caution.

The study was originally performed on 4920 students from 14 European countries. For the needs of this evaluation, we focused only on the responses of the oldest students (17- to 18-year-olds) at the highest level of education (Table 1). These students have almost completed their citizenship education at all levels of schooling, therefore, they are the most representative sample for analyzing the correlation between citizenship activity and the educational model.

Table 1. Group sample examined

Country	Gender		Total
	Girls	Boys	
Poland	62	50	112
Czech Republic	71	59	130
Estonia	60	60	120
Finland	60	59	119
Greece	60	60	120
Hungary	61	53	114
Latvia	60	60	120
Lithuania	44	47	91
Portugal	60	56	116
Slovakia	60	60	120
Slovenia	60	60	120
Netherlands	91	104	195
Russia	60	60	120
Ukraine	62	60	122
Total	**871**	**848**	**1719**

Participants filled in Citizenship Behavior Questionnaire (Zalewska & Krzywosz-Rynkiewicz, 2011).

The educational systems of the examined countries were analyzed based on the Citizenship Education in Europe Eurydice Report http://eacea.ec.europa.eu/education/eurydice (Euridice, 2012).

Results. Three groups of countries with various citizenship education models were revealed: (1) *Integrated Model* – where citizenship education is not compulsory and is integrated with the curricula of other subjects at all levels of education, (2) *Subject Model* – where citizenship education is not integrated or is weakly integrated with other subjects and is delivered at two or three levels of education, (3) *Mixed Intensive Model* – where citizenship education is compulsory, delivered during lower and upper secondary education, and integrated with other subjects at all levels of education.

Significant differences were revealed in countries with different education approach. All types of citizenship activity are least expressed in the model where citizenship education is integrated with the curricula of other subjects. Interestingly, general, semi-active and active citizenship activity is as highly expressed in the Mixed Intensive Model as in the Subject Model.

Conclusions. Our results suggest that citizenship education most effectively promotes various types of citizenship activity in countries where it is delivered as a separate subject. The analyzed models of citizenship education seem to promote different types of citizenship behaviors. The Integrated Model enhances young people's willingness to participate in political life and to school life, the Mixed Intensive Model is associated with higher levels of personal activity, whereas the Subject Model contributes to patriotism.

(for more results see: Krzywosz-Rynkiewicz, B., Zalewska, A., M. & Karakatsani, D. Whether citizenship education matters: young people's citizenship activity in countries with different citizenship education experience *Citizenship Teaching and Learning Journal, 12 (2)).*

Political inclinations, civic engagement and aspirations of Hong Kong youth: a retrospection to 2009

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Introduction. Since Hong Kong's return to China in 1997, the issue to be addressed by the Hong Kong SAR Government has been how to balance democratic aspirations and political inclinations in a centrally controlled political system in which local autonomy has been the guiding principle (Li, 2015). Meanwhile, there is a public need both to understand this challenge and to develop strategies to manage it. As evidenced, Hong Kong youth arose with radical inclinations during the recent years' political turmoil, such as the 2014 Occupy Central protests and the 2016 Mong Kok Riot. Almost by default, university students took the lead in these confrontations. It remains a question when they began to incline to radicalism as such.

Preliminary studies have identified, among the cohort of Hong Kong Form Two students as from the 2009 ICCS survey, statistically significant differences in terms of national emotion and civic trust by groups at the age of 14 on average (Kennedy, Li, & Ng, 2017). While the findings are alerting, the two separate indicators are not powerful enough to cover a meaningfully large range of indicators to measure students' political inclinations.

Objectives. This study established a composite indicator, termed as political inclinations, through which the diverse range of civic views that Hong Kong youth hold can be reflected and they can be classified according to their responses to individual items. The indicators are conceptualized as attitudes to China, trust in civic institutions, and support for democratic values, based on Liu Siu-kai's (2017) theoretical framework to identify stance of Hong Kong political parties. To further determine how the identified groups of students differed behaviorally and attitudinally, we included a range of six indicators and attempted to use the findings to explain youth radicalism in the recent years' political occurrence. However, we do not suggest any predictive relationship over the time.

Method and procedure. Secondary analysis with data from the International Civics and Citizenship Education Study (ICCS), collected by the International Association for the Evaluation of Educational Achievement (IEA) in 2009, was used. The samples were 2902 secondary students in Hong Kong aged around 14. First, latent profile analysis was conducted to identify the groups having emerged. Discriminant analysis is conducted next to check external validity of the classification and further distinguish the groups according to their civic behaviors and aspirations.

Results. The composite indicator named political inclinations is valid and the three-cluster solution turns out with best model fit and interpretability (log likelihood = -18034.161, AIC = 36264.323, BIC = 36776.847, ABIC = 36465.539, Entropy = 0.818, aLMR-LRT = 1127.8, p = 0.0003). The highest scoring cluster is named Nationalists. They favored China as the country and trusted Hong Kong civic institutions the most while giving highest endorsement to basic democratic values. While the Localists favored local institutions next to the Nationalists, they supported the basic democratic values the least, even less than the indifferent Outsiders who were neither interested in national nor in local government.

As suggested by the univariate F tests of mean differences in discriminant analysis, the group means for the six attitudinal and behavioral indicators are all significantly different, hence the external validity of the classification through latent profile analysis. The six indicators and students' responsive patterns can be expressed with two equations, and the first equation explains as high as 78.50 %

variations. The second equation reflects that, among the six indicators, discriminant loadings of "intentions to illegal civic activities in future" (-.41), "support immigrants for equal rights" (.38), and valuing participation in school governance (.37) are the highest, namely, of the most differentiation power. That is, the three groups can be further distinguished best by these three indicators.

Further the Nationalists displayed largest interest in legal protest and voting, as well as in school governance and school-based social organizations. The findings might be the case considering the fact that it happened in recent few years that most school-site organizations, such as student unions at universities, are taken over by radical localists. The prevalence of youth radicalism penetrated even into secondary schools after the umbrella movement that quite some student organizations have been established, led by secondary students but controlled in disguise by anti-China politicians. Alertingly, the Localists reported lower level of support for immigrants but higher level of intentions to illegal protest, the Nationalists, on the contrary. This suggests that dramatic polarization and radicalization of the current Hong Kong civic society may have sprouted from present young adults when they were in early adolescence.

Conclusions. Differences among the clusters provide empirical evidence for people to check against Hong Kong youth's civic behaviors and appeals in recent years. As from a series of our previous studies, there is no unanimous agreement amongst Hong Kong youth on Hong Kong's political direction and their views range from support to the current status quo, to aspirations for more significant democratic development, and to the extremist views of those who support an independent Hong Kong (Li & Kennedy, 2016; Kennedy, Li, & Ng, 2016). This diverse range of views needs to be understood and it is important to disaggregate them rather than assume youth speaks with a single voice.

It is generally regarded that students' political inclinations are shaped by their personal experience as well as the political culture in society. For Hong Kong, the political discourse since the return to China 20 years ago has been strongly characterized by appeals for democratic development. Yet “democracy has been an aspiration rather than a reality both during colonial times and under Chinese sovereignty” in Hong Kong (Kennedy & Kuang, 2014).

In recent years, the appeal has become more radical and less accommodating than that of traditional democracy such that there is the calling to find reasons behind and resolutions to the emerging social and political conflicts. Essentially, one of the potential resolutions might be a thorough review of the way civic education is offered in school, and an all-inclusive approach to implement civic education that demonstrates a full range of views and encourages critical thinking and respect. The purpose is to prepare informed and engaged future citizens. Another resolution might be establishing a Youth Council, which collects and reports youth voices to the Hong Kong SAR government and Central Government for direct reaction.

This study is part of the project *Changes of National Identity of Hong Kong Adolescents Since the Handover to China and Youth Radicalism* funded by The Think Tank of the United Front Work Department of CPC Central Committee, China (中央社院统一战线高端智库委托课题“香港青少年国家认同感之变迁与青年激进主义，课题编号：ZK20170307).

EDUCATIONAL BASIS OF POLITICAL AND ECONOMIC CONSCIOUSNESS DEVELOPMENT

The possibilities of creativity development during the educational process

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Introduction. Creativity is one of the most relevant, but at the same time one of the most complex topics in psychology. The definition of the term is still highly controversial. Some authors agree that creativity means one's ability to perceive a problem and to generate new ideas, or to think independently and deal quickly and easily with a problem situation, or to find an original way of solving a problem, or to create novel things (Guilford, 1968b; Torrance, 1974; Sternberg, O'Hara, 1999; Sternberg et al., 2005).

S. Acar, C. Burnett & J. F. Cabra (2017) analyzed Creative Product Analysis Model. Subsequently, it contains four major factors of creativity – originality, value, surprise, and aesthetics in the context of 3 types of outputs (ideas, everyday products, and socially recognized products).

R. Trnka, M. Zahradnik, M. Kuška (2016) explored one more component – emotional creativity (2016). Emotional creativity (EC) is a pattern of cognitive abilities and personality traits related to originality and appropriateness in emotional experience (Ivcevic, Brackett, &Mayer, 2007).

Based on theoretical paradigms it is evident that there are two main aspects of creativity: cognitive and personality. The cognitive approach includes three aspects: 1) divergent thinking (Getzels, Jackson, 1962; Csikszentmihalyi, 1988; Maker, 1993; Feldhusen, 1994; Runco, 2014); 2) Problem solving (Azevedo et al., 2016; Csikszentmihalyi, 1996; Isaksen, Treffinger, 1994; Maker, 1993; Mednick,1962); 3) Finding connections between the concepts (Mednick, 1962; Amabile, 1996).

Dimension of personality includes three aspects of creativity: 1) Characteristics that distinguish creative individuals: originality, curiosity, activity, enthusiasm, imagination, independence, sense of humour, risk taking, etc. (Alencar, 1996; Baron, 1957); Barron, 1988); Csikszentmihalyi, 1988; Feist, 1999); Runco, 2004)*;* 2) Motivation (Amabile, 1983; Csikszentmihalyi (2002); 3) Flow (Csikszentmihalyi (1990).

It is evident that development of creativity is a complex process and it is important not only to know theoretical approaches to creativity but also to find methods how to enhance creativity in education process.

Objectives. The objectives of this study are: 1) to analyse the possibilities to enhance students' creativity using the special program during lecturers of psychology; 2) to review theoretical and practical aspects of active learning methods developing creativity in education process.

Method and procedure. Based on theoretical and empirical research the program of creativity development during the lecturers of psychology (32 hours in total) was created. The programme purposed to: 1) Develop students' cognitive creative abilities and need to reveal their own creative powers by cognitive and personality techniques for fostering their own creativity. 2. Introduce students to psychological theories and studies dealing with creativity as well as to techniques and programmes designed to foster creative power.

Firstly, three main components of creativity which could be trained during the educational process were defined: 1) Cognitive (divergent thinking, originality, imagination, problem solving, metacognition abilities); 2) Personality (self-confidence, positive attitudes to their own creativity, etc.); 3) Emotional-motivational (safety, confidence, self-realization, intrinsic and extrinsic motivation, flow).

Second step was to create and check the reliability of the program. The Program for Creativity training was drawn up by the author in 2006 and had been developed until 2017. The program purposed to develop students' creativity (cognitive and personality components), seek to develop positive view to creativity and its practical usefulness. During this period of intensive elaboration of the program it became obvious that development of creativity is more effective when teachers use active learning methods which are generally defined as any instructional methods that engage students in the learning process. In short, active learning requires students to do meaningful learning activities and think about what they are doing (Prince, 2004).

During the program were used different methods. We used such methods like tasks for development of divergent thinking and originality, creative writing, reflection as well as art methods: drama, art, music. Students worked alone, in pairs, in small groups and were invited to share their experience in the whole group. Safe and creative atmosphere as well as positivism of this course leaders, supportive behaviour, sense of humour were also very important conditions.

The purpose of the program was not only to get theoretical knowledge but also encourage students to use it in their professional and personal life. The program was based in that way which let students learn creatively by active methods. Some time of the program was devoted to creation of students' own programs (90 min.) and represent them in the group seeking to develop their practical skills to teach creativity.

The methods of the research: Indirect qualitative research – case study, interview, observation, students' works (documents) and analysis of students' reflections. *Participants:* Students of Lithuanian University of Educational Sciences (N=30). These students attended lectures on Psychology of Creativity. The course was held during 2015 – 2017.

Results. The analysis of the results of the research revealed that the most important aspects of this course during the lectures for the students were the following: 1) The practical aspects and usefulness of the course were evaluated by students. They reflected that the most important thing during this course was a possibility to develop practical skills how to create and use such programs. 2) This program was also essential for their own creativity development (such as divergent thinking, originality, self-confidence, etc.). 3) Another significant thing for the students was good and safe atmosphere during the lectures. They emphasized that it was the main condition which encouraged to experiment and to be open in the group. 4) The important part of the program was the method of reflection which helped to be more aware of their own creativity and its development during the course. As the students mentioned, this experience will be very important for their future professional and personal life.

The results of this study confirmed some other investigations which revealed that active methods during the lessons and special programs could enhance creativity (Plucker & Runco, 1999; Scott et al., 2004). So creative teaching is one of the most important things in the classroom. According to W. Morris (2006, p. 4) "creative teaching may be defined in two ways: firstly, teaching creatively and secondly, teaching for creativity". Learning must be more interesting, engaging, exciting and effective.

Conclusions. Active learning methods used in the present researches for the activation of creative powers may be applied to teaching of a number of subjects, first of all, psychology in higher schools. Students' training under a special creativity programme produces a favourable influence on creative abilities facilitating better realization of one's creativity and better evaluation of its possible implications. One's creativity, particularly, one's cognitive creative abilities and appreciation of one's creative power help a personality to release his or her creative power both in everyday and professional activities. As researchers have shown from 2006 till 2017, the Programme for Creativity training which contains active methods with some changes according to the age of group members could be used in different educational areas – from kindergarten to teacher training programs. The learning by this programme has shown that students learn the subject of learning better, their motivation has been increased. This programme helped to reflect and strengthen students’ potential creative abilities and developed social competencies.

Challenges and role demands in universities: work-family-education conflict amongst academics

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> "I want to be a good scientist but that means I can't be anything else, as all my time is taken up trying to find contracts" (*The Guardian,* 02.12.2016).

Introduction and objectives. The university reforms from the recent years, which triggered more academic pressures, prompted also further research interest to examine the work-family conflict among employees of higher education institutions. Even if this conflict has been studied intensively in the last years, yet, very few studies have examined academics' ability to balance challenges related to their professional and family roles and overcome the work-family conflict (Bell et al., 2012). Ironically, Bell et al. (2012) have remarked, academics keenly researched other professional groups, but rarely take time to study their own group.

Currently, academic staff is expected to fulfil multiple role demands within universities: teaching, research, consultation and supervising students' projects research (O'Laughlin & Bischoff, 2005). In addition to that, academics deal with the pressures of competing demands, such as balancing teaching with research, or combining traditional workloads with new challenges, such as teaching internationally or via online methods (Briggs, 2009; Brown, 2007 apud A. Bell et al., 2012). Also, one can add here the need for continuous life learning and professional development, permanent update of knowledge and integration of new scientific results, as well as intellectual, physical, and, often, financial investments in research activity in order to obtain an academic position or a superior scientific level.

In some cases, the multiple role conflict can acquire a tridimensional nature when work, family and education come at play concomitantly. We refer in this case to professions that require lifelong learning and continuous professional development, as a response to the socio-economic changes or educational reforms. In the modern society it is common to work and study at the same time, thus, academic and work domains are interdependent and influence each other continuously (Tatum, 2012).

The strain may arise in this case from the difficulty to juggle these three roles and manage time properly while trying to pursue studies successfully, accomplish professional tasks in an efficient manner and fulfil responsibilities related to parenthood, marriage or private life. Research shows that currently the high level of stress faced by academics `erode` their ability to cope with their role pressures, causing work-family strain (Bell et al., 2012). The intensity of conflict varies according to the amount of time that needs to be invested in fulfilling professional, research and home responsibilities, as well as according to the level of role commitment and value attributed to this role (Amatea et al., 1986).

Based on the typology of work-family conflict (Greenhaus & Beutell, 1985), university environment may be considered as an organizational context with an increased intensity of strain and stress at the workplace; moderate flexibility with reference to work programme and the time needed for fulfilling the tasks, as well as moderate compatibility of the behaviour patterns associated to the role. O'Laughlin and Bischoff (2005) claim that high numbers of work hours usually determine time-based conflict, multiple and diverse tasks generate strain-based conflict, and behaviour-based conflict is provoked by multiple and urgent tasks and pressing deadlines, thus, academics have to work also at home, in detriment of the time for family members.

Method and procedure. In this context, we have proposed a case study of the triple role conflict (work-family-education) in the local academic context. We have conducted 10 in-depth interviews with junior members of academic staff that experience this tridimensional conflict (married, with small children, PhD candidates with teaching duties). Our interest was to identify the perceptions concerning these conflictual experiences, the level of one or another role commitment, and their evaluations with reference to severity of conflict and its consequences on the academic results and efficiency, as well as the strategies used in order to manage this conflict.

Results.

1. Perceptions concerning these conflictual experiences and level of role commitment.

Respondents admitted that they confront regularly with such situations and usually they tend to prioritize academic tasks to the detriment of domestic chores which are carried out in a haste and superficially and sometimes to the detriment of the PhD thesis which is put on hold for later *`when time will be good`*.

As each of the role involved (marital / parental, academic or PhD student status) is concomitantly demanding, but equally important for them, they face difficulties in prioritizing them: *'I often do not know what to do, to devote more time to work, to family, or to spend more time in front of the computer with readings and papers`*. However, even if the role commitment is very high with regard to each of them, usually individuals tend to choose in favour of professional tasks, which seem more urgent and cannot be postponed. To put it differently, as interviewees say, whichever task *`can wait`* it is left for another time.

Given the fact that teaching responsibilities are usually the ones that are prioritized, it can appear that individuals value work more than family. However, each role is important to them, as they mentioned, so they endeavour to do `well` in all, alternating the time when they prioritize one role or another: *`...I strive to* *be good at work, thus, I take work to do at home; at home, I try to be a good wife and mother, so, after everyone goes to sleep, I work on my professional tasks and PhD thesis`.*

2. Conflict's evaluation and its consequences on academic results and efficiency.

The simultaneous accomplishment of tasks specific to each role is not a good solution: *`if you focus on all of them, you cannot do any of them properly`*. According to respondents, activities should be ranked in order of importance and urgency. Even if they try to balance them, as they noted, *`I was trying somehow to work on the thesis during working hours, sometimes after or even in the morning, but this made me feel so exhausted, so I decided to allocate separate time only for this`.*

The lack of time is one of the main reasons for the delay in completing the PhD program in addition to caring for children and financial costs (including research expenses): *`I have to work extra hours at another institution…, many of the conferences I have attended are paid partially and sometimes totally by myself`*. Generally, the deficiency of time, is somehow a familiar topic in the academia (Ilyjoki & Mäntilä, 2003).

3. Strategies used in order to manage this conflict.

Even if interviewees acknowledge that the flexibility allowed by the university programme has its advantages, they are also aware of the risks of not keeping a rigorous division between work and private life – *`…when you go home with your bag full of students' papers, you easily exceed 8 hours of work. But the amount of work is not equally distributed, I have to admit, some days I work 3 hours, on other days we work 12 or even 15 hours out of 24".* Although, time management is an efficient tool, recommended for such situations, it does not always work. As one respondent confessed, *`I try to manage my time, I've read a lot about this, how to efficiently order the tasks, but sometimes something comes* *up and even some tasks you thought were a priority need to be treated as secondary'.*

Thus they use different strategies of postponement, for imagined freer times, when supposedly they will have more available time (*`on the second semester, when I will have fewer teaching hours`)* or delegating these tasks to antisocial intervals such as night time, even if they might be less productive and therefore use more effort and time *`staying up at night working on paper is more exhausting than during the day, but I do not have a choice; I try to find time even in public transport to revise some papers or articles`.*

Prioritizing work to the detriment of family life is one of the highest emotional costs, that interviewees mention with feelings of remorse. In order to compensate, they resort to `counterbalance strategies`, meant in some way to `offset the absence` – *`prepare something special on weekends, read at least a novel in the evening for child, before bedtime…`*

Conclusions. The work-family conflict may negatively affect the individuals' academic outcomes, while the incapacity to dedicate sufficient time also to family life always generates dissatisfaction. The lack of optimal strategies to balance work-education-family requirements and the attempt to achieve excellent results in multiple activities, often provoke failures, and consequently regrets and abandonment. Thus, even if academic staff have a moderate work flexibility, this fact does not diminish the tension and stress they experience. Work overload is still very common, only the modality of work suffered some modifications because of technological and economical progresses. As in other studies, participants highlight the importance of family support, which provides both moral support and share some of household tasks.

This paper was elaborated based on preliminary results from the Research Project 15.817.06.06A „Interferenţe dintre viaţa profesională şi cea privată. Aspecte interculturale, experienţe locale şi strategii de intervenţie" („Interferences between professional work and private life. Intercultural aspects, local experiences and intervention strategies"), conducted with the financial support of the Moldovan Ministry of Education, Research and Culture.

Reflexive competitiveness as a principle of professional education

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Introduction. Technological progress of the last decades and rapid development of robotic science make and will continue making labor market more and more competitive. Determined by noticeable shifts in the structure of professions that took place during one human generation, the predicted decrease in the economy's demand for human resources designates new factors of success of man's professional self-constitution: an ability to respond quickly and creatively to changes, to act in uncertain situations and an ability to develop oneself and keep learning throughout the entire course of one's life. Promotion of competitiveness becomes the main assignment of professional training. However, competitiveness and preparedness must be civilized, i.e. balanced by preparedness for matched cooperation, realization of commonality, and promotion of sustainable development for entire labor market system.

That is why in psychological science and the practical training of a successful professional, a clear trend of intensification of reflexive component is observed from the beginning of the 1980s. The principle of reflexivity can be considered as the principle of constant development, reflexive modernization, which generally corresponds with contemporary state of the labor market and growth prospects of its competitiveness. However, in general process of providing successful professional self-constitution of a person, a sphere of its realization shall be not only on the stage of professional training in relation to which it is mostly used, but also on other stages of the process of professional self-constitution – earlier stage of prevocational training (the stage of selecting one's first profession) and the stage of career development and occupation for the entire course of one's life.

The problem lies in non-conformance of traditional approaches in training for professional self-constitution to demands and challenges of contemporary labor market and contemporary trends in a specialist's training. In increasingly widespread paradigm of "personal human-profession relevance", or "input relevance (fit)", stress is traditionally placed on promoting occupational guidance for senior pupils, mostly on the earlier stages of developing a professional career and creating integrated network tools of professional diagnostics to help in selecting a profession. It does not correspond to contemporary self-regulatory mechanisms of labor market, so it cannot serve the function of ensuring successful professional development of an individual.

Objectives. Taking into account what was said above, we can state that there is a need to implement new principles in a person's training for successful professional self-constitution. In combining two aforesaid theses (the growing competitiveness of the labor market imposing new demands for man's competitiveness and dominating trend of strengthening reflexive component in professional training), we can talk about reflexive competitiveness as a key condition for successful professional self-constitution. Thus, the purpose of this notification is to specify the *principle of reflexive competitiveness* as the new principle of training for successful professional self-constitution in contemporary labor market.

Results. *Reflexive competitiveness* is a quality of a labor market's subject which is determined by such subject having the benefits of one who bears reflexive competence – the capability to act in new unusual problematic situations in which there is conflictness (with a varying degree and volume of uncertainty), the ability to rethink and discover methods of changing situation that are relevant for new conditions. While making decisions aimed at competition in a certain situation, the Subject simultaneously reflects the role of his / her own limitations and resources, mirrors and creates new narratives of changes in himself / herself and in situation, and predicts development trends of entire system of different subjects' interaction.

We described the operation of the principle of reflexive competitiveness from positions of internal assessment by an individual as a labor resource. From the side of external evaluator (recruiter, manager), this principle also widens system of thinking with due account of one's own place in the system: guides towards the evaluation of not only present state of competence of a potential (applicant) or real employee, but also a perspective on its accumulation in particular time, making a decision about a definite applicant not on the basis of absolute values of his / her benefits, but benefits in relation to the capabilities and special characteristics of employer company (present state and prospects of development for providing career progress, demand (or its absence) for team work, distinctions of management style, etc.); creates a sense of one's own activity in the context of development of labor market in general.

Thus, on the basis of the principle of reflexive competitiveness, a new approach in providing professional self-constitution may be developed – the approach of "cumulative relevance in reflexive environment".

Conclusions. Application of the principle of reflexive competitiveness in the format whereby it is used in mass studies and transformation of the approach to occupational guidance provide positive results and thus reasons to evaluate the suggested principle of reflexive competitiveness as a promising one for promoting successful self-constitution in contemporary labor market.

Efforts in the sphere of a person's training for successful professional self-constitution shall be directed towards: development of professional education as a reflexive process aimed at promoting competitiveness of an individual; development of reflexive environment of communication; implementation of group reflexive technologies in professional education according to the principle of reflexive competitiveness (accumulation of competence of market participant as openness of oneself is a resource from different positions on the scale of accumulated newness), development of resource recommendations concerning evaluation; creation of professional orientation system taking into account condition and forecast of regional labor market on the basis of psychological measurements for evaluating the prestige value of the world of professions.

Possible economic impact of robotisation and modelling of the educational response

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Introduction. As the contemporary tendencies show, the robotisation (this term is being used here as a generic one, the term that encompasses economic and other activities of human life) gains impetus and has ever increasing implications on the way we organise our walks of life (Gimžauskienė et al, 2015; Lipinski et al, 2013; Micevičienė D., Sinkevičius, V., Urbanavičiūtė, L. Henschcke M., 2015).

The economies in some cases grow (as in Japan), in some cases the data is in controversy (the UK) due to robotisation. However, the impact itself is evident even after a superficial analysis. Researchers emphasise next to the evident facts that robotisation changes production and increasingly so – service. It lines the fact that robotisation (again, the term is used in a very broad sense, encompassing, e.g., internet-based governmental services, including such sensitive ones, as registration for a social security programme and similar) plays a very important role in every person's life in other spheres.

While earlier a citizen was consulted on medical, social services, pension and other concerns by a professional – fellow citizen, today the same consultations are provided as an 'ask-answer on-line' task. The same applies to banking, increasingly so with shopping, etc. However the main focus of this study is on specifically possible impact on public servants – because of three main reasons.

Firstly, the public servants are highly competent and highly qualified. Moreover, with the increased role of robotisation (the software that registers applications, processes them etc.) the important and substantial part of their work:

direct consultations and social dimension of those consultations will be lost. That is, the citizens will not have an important and sometimes even vital link to their state, which had been previously ensured exactly that way: via social interaction during consultations. A vital, authentic, probably irreplaceable and reciprocal channels between citizens and a state will be severed. Secondly, while public servants are at risk of structural unemployment in quite near future, the very foundations of a state may be at risk. Though to some extent this is an exaggeration for the sake of an argument, however, to a substantial degree that is a risk that a responsible researchers and a citizen should not overlook. Thirdly, due to the nature of their work, the loyalty to profession, serving citizens and residents, flexibility, public servants may turn out to be most receptive to new roles and functions in a drastically changing walk of professions and society (Łapiński K., Peterlik M., Wyżnikiewicz B, 2013).

The research interest stems from the fact that with an increasing impact of robotisation on all the walks of life, the concern should not be overlooked regarding all the gains (increased flexibility, effectiveness in processes), also a negative aspect must be analysed and countermeasures introduced. And namely, with an increasing rate of delegating production and services (including social) to robots (again, the general term, including software), a large number of formerly highly qualified professionals are at risk of losing their jobs in all spheres (the process is already evident). Bank-teller, travel agent, etc., even state employer, public servant, responsible for consulting and calculating a pension of a citizen is made redundant, because the task is now performed in a matter of seconds by a specific software. Surely enough, the IT professionals are the ones not at immediate risk identified; however, many other professions: even doctors, lawyers, analysist are at risk (http://fortune.com/2015/02/25/5-jobs-that-robots-already-are-taking/).

Therefore, the prognostic research and possibly, actions as to how assist highly qualified professionals in finding new ways of organising their lives with the risk (very real) of losing their jobs in several years or a decade, is worthwhile and timely. Moreover, for adult educators the research focus may have another important dimension, and namely – how to re-organise their own education and re-shape their own profession, because of the increasing e-learning opportunities, the educators themselves are at risk of being made redundant (Butrime, Zuzevičiūtė, 2016).

Therefore, in the light of the above, the research question is formulated as follows. What are the most immediate and also longer-term challenges for public servants in the context of the increasing speed and scope of robotisation (the term being used as a general term to denote activities that are being based on IT technologies, therefore, excluding the necessity for participation of a human being) in assisting professionals at risk of losing their jobs and still – organising their lives in a rewarding and meaningful way for their personal and social benefit?

Objectives. 1) To present and discuss the available theoretical considerations with regards to research question above; 2) To present the research (qualitative approach, interview) that was designed for the purpose to display the issues regarding research question; 3) To invite participants to react critically to the research question, its rationale and theoretical model behind, also, to invite them to join the study.

For the first step it is planned to invite to participate as respondents (for the pilot phase), teachers, teachers of adults and teachers in higher education **–** as representatives of public servants**.** It is suggested to have may be 12 – 15 teachers interviewed. A semi-structured interview is suggested. The interview should be recorded, the main parts / findings transcribed, preferably, directly in English, to be sent to initiator for analysis and reporting.

Results. Only the results of preparatory phase may be presented at this stage; and namely, the questions for a planned interview. The semi-structured interview consists of the following questions (preliminary formulation).

a) What is an extent of robotisation (a term is used in a broad sense, and interviewer is allowed to explain) in your country? For which professions do you think it may have the most immediate impact? For which – a longer one? How will you characterise that impact? What is the situation of professionals that may be at risk if the process of robotisation gains further impact and scope?

b) What can you, as a professional in teaching adults, do in order to participate in this process rather than to observe it?

c) What additional help (dimension for professionalization) do you need in order to help professionals that potentially might be at risk with further robotisation? What additional help (dimension for professionalization) do you need in order to help professionals who already are or are experiencing jeopardy to their job because of robotisation?

d) How will you describe a professional and society in ten years (given the rate of robotisation)? How will you characterise your own work and mission in such society?

Conclusions. The tendencies illustrate well the necessity to investigate research question and the implications of the process. The prospective thinking enables concluding the necessity to work towards the direction in order to have at least some answers and ideas about facing an issue that will become evident in few years' time (and better sooner than later). Especially, the role of educators is important, because obviously educators may turn out to be the ones that may help to organise the transition period in order to avoid systemic unemployment as opposed to creating a new pool of competencies and the roles to rely upon for citizens and residents. Due to the novelty of the situation itself and the lack of methodology to tackle it a study is timely and therefore critical constructive comments and joining the initiative will be most appreciated (at the e-mail: vaiva.zuzeviciute@mruni.eu).

SOCIAL REPRESENTATIONS PARADIGM FOR RESEARCH IN POLITICAL AND ECONOMIC PSYCHOLOGY

Justifying or challenging society and economy: identity and representation in play

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Introduction. The meaning of citizenship and related potential (political) actions are dependent on the perception (i.e., just / unjust, stable / unstable) and social representation of the social, political, and economic system. According to mainstream social psychological approaches, such as system justification theory (Jost & Banaji, 1994), decontextualized general human motivational tendencies are beyond system interpretations. Using the social representations paradigm, this study questions these decontextualized human motivational explanations, aiming to highlight how attainable, propagated knowledge and the optional identities offered by the system itself might have an important role in evaluating context and political action.

The metatheoretical assumptions of social representations not only express the co-construction of meanings, which mediate reality to individuals embedded in their context, but also denotes how power positions influence and define these processes through their efficient access to communication mediums (Jovchelovitch, 1996). Thus, some worldviews are overrepresented in society; minoritized groups lack the symbolic power to voice their versions of the world

(Howarth, Andreouli & Kessi, 2014). These metatheoretical assumptions also have consequences for social scientists as the role of social sciences goes beyond mere description of social reality. Scientists play an active role in how society thinks about itself, observable in the contrast between dominant representations and potential alternative representations.

Identity and representations are in mutual relationship; perspective and the object observed are inseparable. According to social identity theory (Tajfel, 1981; Tajfel & Turner, 1979), individuals belong to various social categories offered by the system within given historical, social, and cultural contexts. Intergroup relations are those (inter)actions where individuals act from their own psychological perspective according to these activated belongings, contributing to their respective groups as parts of imagined entities or communities (Anderson, 1983), utilizing cognitive and emotional resources. Thus, our potential political actions are delimited by these belongings.

However, the entativity of these communities is not only created through memberships in different groups (determining our resources), but also the representations of the same membership. Gellner (1983) argues that nations are the products of industrial societies which arise as a consequence of various economic, societal, and cultural changes (e.g., the increase of societal mobility, the homogenization of education, the division of labor, the change of the human relationship with nature). The salient characteristic of a nation which creates the perceived homogeneity of the group – thus the base of the identification – changes over time, along with the function which it actually fulfills. We assumed four distinct dimensions which create this homogeneity of nationhood: economic, societal, cultural, biological. These dimensions make up various constructions of national identity within a society and so individuals think, behave, and act differently.

Method and procedure. To measure the interrelations between identity, system perception, and (political) action, we used two questionnaires developed to detect representations of the economic system and national identity constructions. The Socio-Economic Explanations Questionnaire (SEE-Q) employs 18 items to measure attitudes towards hegemonic social representations of economy and socio-economy (propagation of capitalism extends beyond issues of economics economical issues). Items consisted of characteristic statements from classical political economy, e.g. transforming Hegel's concept of capital into items, as capital is not merely a material entity, but functions within an "absolutely inescapable" relationship or the hierarchical division of labour is an eternal law of nature (Mészáros, 1995). We also used neoliberal additions and items based on Tajfel's theory regarding the interplay between the perceived stability and systemic justice which determine the potential actions that can transform identity positions from threatened to positive.

In measuring identity threat – where threat creates a sense of belonging – the questionnaire (MTP-Q) used in this study went through an earlier developmental phase in a stratified (unrepresentative) sampling n=1200, showing a clear factor structure with five types of identity threat.

The study presented in this paper used two national identity factors from MTP-Q (bio-cultural and socio-economic), demographic variables, items regarding methods of active citizenship, and SEE-Q. The sample was stratified but not representative (n=370). Data were collected both online and face-to-face in the Hungarian countryside with low-status groups.

Results. The most general result is that a very low system justification tendency can be seen in Hungary. As already presented in young Eastern European democracies, a kind of system derogation exists (Kelemen, Szabó, Mészáros, László, Forgas, 2014) which upholds the belief that the social and political system is inherently unfair, unjust, and corrupt. Our results indicate a far-reaching rejection regarding issues of classical political economy (overall mean around 2.5 on a 7-point scale). Neoliberal additions regarding an innate connection between capitalism and democracy are under societal debate (means are 3.7 – 4 with relatively high variance) and items which evaluate the economic system as unstable and unjust are accepted at high rates (mean around 5.5).

The factor structure of SEE-Q (KMO = 0.85) shows three system justification patterns (Just-Stable $\alpha = 0.76$, Justified by democracy $\alpha = 0.68$, and Justified by nature $\alpha = 0.61$) and one dynamic position: Unjust-Unstable ($\alpha=0.78$) system perception. Results show high perception of the economic system being unjust with complementary justification patterns or stabilization reasonings used which correlate with various political positions.

For some respondents, there is no alternative to the unfair economic system as this is the eternal law of nature (authoritarian, far right, conservative). For others, the unfair, unstable nature of the economic system is still acceptable because it brings democracy and freedom (liberal reasoning). These reasoning patterns correlate with the perspective of the individual.

If representation of the nation is based on biological and / or cultural homogeneity, system justification will be based on the same factors. National bio-cultural identity threat highly correlates with a system justification pattern, Justified by nature ($r = .461^{**}$). On the other hand, if representation of the nation is based on a kind of socio-economic unity (Threatened Socio-Economic National Identity), the system can be seen as Unjust-Unstable ($r = 0.323^{**}$)

Active citizenship was measured by four items. According to the results, the underlying patterns are different in these issues. Participation in elections is in positive relation with justifying tendencies: Just-Stable (F:3.2, $p = 0.043$); Justified by Democracy (F:4.4, $p = 0.014$); Justified by Nature (F:6.6, $p=0.02$); and in negative relation with Threatened Socio-economical National Identity (F:6.6, $p = 0.02$).

In the case of participation in movements and mobilizations, people who show increasing activity justify the system through the concept of Democracy, asserting that Hungary is a democracy and the nation as a socio-economic unit shows higher political activity (F:2.39, $p = 0.53$ and F:4.6, $p = 0.01$). Participation in movements is in a negative relationship with Threatened Bio-Cultural Identity and Justified by Nature. In a representational field, where the system is naturalized by hegemonic representations, passivity is an appropriate answer for unjust circumstances.

In the case of participation in referendums, there is a positive relationship with Threatened Socio-economic National Identity and Justified by Democracy (F:10.3, $p = 0.00$; F:3.2, $p = 0.04$). And the most dynamic position pops up only in the last case, which refers to the biggest systemic change: Support of decision-making to shift towards referendums. This issue is in positive relation with Unjust-Unstable system perception (F:4.5, $p = 0.00$) and with Threatened Socio-economic National Identity (F:3.8, $p = 0.01$) and in negative relation with Just-Stable system perception (F:2.1, $p = 0.05$), Justification of the system by Nature (F:2.8, $p = 0.01$), and Threatened Bio-cultural National Identity (F:3.6, $p = 0.01$).

Political and ideological preferences are in no direct correlation with these issues, except the likelihood of participation in elections which is in relation with authoritarian preferences.

Conclusions. System perception and evaluation is rooted in cultural and historical contexts and the available and propagated social representations. In Hungary frustration is prevalent as shifting away from the former (political) system in the early 90s did not result in the western dream of perceived freedom and wealth. Hungarians do not feel a sense of belonging to the European community as European identity did not emerge and override the threatened national identity (Kovács, 2015).

From this perspective, the system is interpreted as unjust and unstable and although a dynamic psychological position, the phenomenon has not resulted in activism. The classic forms of citizenship, such as voting in parliamentary elections, legitimizes existing systems (certainly in Hungary), thus we observe a negative relationship between the likelihood of voting and the Unjust-Unstable position and a positive relationship with justifying tendencies. Examining support of referendums (participatory democracy), we observe that the tendencies are reversed as the Unjust-Unstable system perception is in play. This suggests that cognitive alternatives emerge and people begin to think outside the framework of the system, seeking contesting representations and alternative practices.

Thus, system perception depends on the individuals’ perspectives (identities) and cultural and historical contexts, while the available social representations and active citizenships depend on system perception and the meaning of the activity, also determined by the context. Without context and perspective which construct meaning, societal processes cannot be accurately explored and assessed.

Investigation of social representations beyond collective actions

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Introduction. Social representations are those meanings which we use in our thinking that define how we see the world around us, making it "possible for us to classify persons and objects, to compare and explain behaviours and to objectify them as parts of our social setting" (Moscovici, 1988:214). In short, social representations function as an all-pervasive net of meanings which guide and explain our mentality and actions. Caroline Howarth approached political action in the frame of social representations theory: "From its very beginning social representations theory was a theory about the politics of knowledge, social relations and social change" (Howarth, Andreouli & Kessi, 2014:4). In the current research, we focus on social change and the propensity for collective actions examining the related representational fields.

Another theoretical framing of this research concerns Tajfel's assumptions regarding the perceived stability and legitimacy of the social system. When individuals start to perceive the social system as illegitimate, or instable, or both simultaneously, they start to create cognitive alternatives, new representations of the social order and the economic system (Tajfel, 1981:318).

Method and procedure. 140 participants completed a complex online questionnaire. Participation in collective action as dependent variable was measured by the question "Are you involved in actions that affect your community (such as your social groups, local or national populations, etc.)?" The respondents selected one of six possible answers. (1: Yes; 2: Yes, more and more often; 3: Yes, but less and less; 4: No, but I'm thinking about it; 5: No, I do not care about such actions; 6: No.) We recoded these answers to 3 categories:

participating to collective actions (1,2), uncertain about collective actions (3,4), and do not participate in collective actions (5,6). Participants were also asked questions to uncover what influences individuals' propensities to participate in collective actions.

Hypothesis. We assumed that the *public sphere* influences participation in collective actions – the more individuals feel belonging to a wider community, the more active they become (H1).

Multiple choice questions were employed to examine who participants talk to about public affairs. According to their responses, participants were divided into three groups: (1) people who do not talk about these issues with anyone, (2) people who only talk with their friends and/or relatives, (3) people who currently talk to their colleagues, and (4) people who are open to talking to anyone about public affairs.

In addition, we asked how many people in their environment share the same value system in matters that are important to them. We categorized their answers as follows (1) 0 people, (2) 1 – 3 people, (3) 4 – 6 people, (4) 7 – 10 people, and (5) more than 10 people.

We assumed that a feeling of being affected by societal issues and awareness of civil activities are also in a positive correlation with the propensity to act for social change (H2).

Participants were given a list of public issues and asked to circle which they were concerned about: Hungarian organization of the Olympic Games, urban and transport development, governmental limitation of NGOs, the border fence, family housing program, expansion of the Nuclear Center in Paks, reduction of the age of criminality, pension system, governmental control on school books. Then we counted the number of marked issues.

Participants were asked to list how many NGOs they were aware of. Then we counted their responses.

We assumed that participants' past experiences of and future plans for social action, will correlate with certain kinds of collective action. Thus, we assume that those involved in collective actions will have higher instances of helping others and these instances can be categorized as "direct" rather than "indirect." In addition, we hypothesize that those who have already engaged in social action will plan more radical forms of future social activities (H3).

Participants were asked if they helped other individuals and if they did how. To answer they chose from the following options: 1: Food distribution; 2: Donation of money; 3: Donation of clothes, food; 4: Education; 5: Voluntary work. We coded responses into 2 categories: (1) indirect assistance, (2) direct assistance.

Next, participants were asked which social problems they consider most relevant and what kind of action they would take to solve it. They could choose from the following answers: 1: demonstration, 2: walkout, 3: petition, 4: civil opposition, 5: occupation, 7: any social action, 8:other.

We assumed that perceived instability and illegitimacy of the system will also be higher among people who participate in collective actions (H4).

Four items measured stability on a 5-point Likert scale: "I think that, overall, the current social system is the best"; "I do not think we can change the established social system because we have no voice in it"; "Changing the current social system is absolutely necessary" "I think we can change the current social system".

Legitimacy was measured by a 7-point Likert-scale question "How just do you feel the state distribution system is?".

Results. Analysis shows that 36.4 % of the sample participate in collective action, 32.9 % are uncertain about participating in collective action, and 30.7% are inactive.

Concerning the assumed relationship between public sphere and participation in collective actions, results confirmed our hypotheses that people in the study who participate in collective actions talk about public affairs with anyone ($F = 6.889$; $p = 0.000$), believe that they share values with more people ($F = 3.645$; $p = 0.007$).

Results also confirmed our second hypothesis that those who are collectively active are more involved in societal issues ($F = 6.047$; $p = 0.000$) and are more aware of NGOs ($F = 3.859$; $p = 0.011$).

The third hypothesis was also confirmed as individuals who participate in collective actions report helping those in need in more direct ways through education, volunteering, and food distribution ($\chi^2 = 0.275$; $p = 0.005$). In addition, they choose more radical future activities to solve relevant social problems, like occupations or demonstrations ($F = 9.858$; $p = 0.000$).

In regard to our fourth hypothesis, we found that those participating in collective actions perceive the social system as unstable ($F = 4.501$; $p = 0.013$). In addition, we found that specific types of action aimed at solving societal problems significantly correlated with the perception of stability ($F = 7.630$; $p = 0.000$) and system legitimacy ($F = 3.455$; $p = 0.010$); those who imagined engaging in more radical activities were those who evaluated the social system as unstable and as needing to be changed.

The perception of legitimacy ($\bar{X} = 2.56$; std = 1.592), even correlated with perceived instability (rho = -0.534, $p = 0.000$), does not diverge significantly among the differently active participants.

Conclusion. This present study employs various assessment items to explore which representations are interrelated with participation in collective actions for social change. We conclude that there are differences in how individuals' public spheres (H1) are represented as extensions of both the community in which individuals share the same values and the space of political confrontation with others. Those engaging in collective actions perceive their public sphere as more extensive. The public sphere creates a social space which allows arguments and rational dialogues with which individuals can see new perspectives and new social knowledge is constructed (Jovchelovitch, 2001).

We do not assume a causal relationship between collective action and perceived extensiveness of the public sphere, rather that collective action and the involvement, identification, and condivision with others mutually reinforce each other. As Tajfel states, voice and exit are both actions contesting the actual societal system, but whilst exit is an individual (mobility) strategy, voice is a group strategy which is even more efficient, using argumentations in contestation (1981). This argumentation is also corroborated by significant differences concerning the involvement in societal issues (H2). Those who participate in collective actions evoke more societal issues that impact their life and have wider knowledge about civil organizations working on the ground.

We also assume a retrospective effect. According to László (2012), we create coherent narratives of the past in relation to our state of present identity; our past experiences and our future plans (H3) are in relation to what we think about ourselves in the present. Imaginable future plans and past experiences are also products of present identity states.

Once the most important societal problems are selected to be dealt with, participants in collective actions are more propense towards increasingly radical and active ways of collective contention – as if their tools for social change diverge from the passive. Once engaged in social change, the identification itself changes in addition to available and imaginable tools.

We believe this engagement starts with the perception of the social system as unstable and/or unjust (H4) (Tajfel, 1981). The world-wide increasing structural inequalities, the need for immediate responses to the phenomena of global warming, the spectacularly growing nationalism, and prejudice towards other – these are all issues questioning social systems of present. These issues pose questions regarding how social systems should be dealt with, creating the era of working with cognitive alternatives concerning the organization of the public sphere.

MEDIA PSYCHOLOGY AND MEDIA EDUCATION

Citizenship identity of a person in news media space: Training program

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Introduction. Current political, economic, social challenges which most societies encounter require high media literacy from a person in order to resist negative media effects. Destruction of citizenship identity can be considered as one of hybrid war aims gained through media especially news media. Different types of fake news or perverted facts can undermine essential citizenship related attitudes and lead to destabilization of citizenship identity.

Mass media effects on citizenship identity cannot be overestimated. In situation of receiving doubtful information which can be the result of significantly perverted facts a news media consumer should think over the goals of spreading such information and who can benefit from it especially during war period.

In time of high speed, excess of knowledge and information as well as complicated systems of social relations and social media consciousness of an information consumer is overwhelmed with information so much that some basic skills are required to protect oneself from destructive news media effects taking into consideration lack of time for information check. Consequently an issue of trust towards news media inevitably arises.

In conditions of low trust towards media in Ukraine priority is to focus on type of trust rather than on level of trust. Extreme distrust towards all media hardly can be considered as successful achievement of media literacy goals. Instead of that formation of reason-based trust connected with rational decision-making among news consumers can become a conceptual basis for media literacy trainings development.

Objective. Assumption that optimization of the type of trust towards news media is instrumental in maintenance of citizenship identity of youth in conditions of destructive news media effects implies development of corresponding technology in training form.

Results. The training can be divided into two structural parts covering notions of citizenship identity and news media literacy implying reason-based trust. Media literacy related tasks were taken from a manual "Media Competences for Youth" edited by Katarina Görig developed by Goethe-Institute Ukraine and Schwarzkopf-Stiftung and online course "News literacy" edited by Diana Dutsyk and Dariya Taradai developed by Detector Media.

Media literacy structural part of the training goals:

1. Development of critical usage of mass media.
2. Awareness of "fake news", its characteristics and purposes.

Task 1. Media identity chart. ("Media Competences for Youth" modified by author). Participants draw a chart of their media identity describing themselves through "I"-statements. For example, "in order to find information I use …", "I left (social network)", "I have profile in (social network)", "I use (social network) for …", "I seek / obtain news in …", etc. Personal media identity charts are discussed in small groups to find similarities and differences. Groups present their results.

Task 2. Creating video news ("Media Competences for Youth" modified by author). In small groups participants create video news (interviews, situations, etc.). Each video should include: what happened, who was involved, where did it happen, where did this information come from. Groups decide themselves whether their news convey facts or fake information. Videos are presented to other groups and they should substantiate whether they were facts or fake.

Task 3. Brainstorm "How is it possible to uncover fake news?" ("Media Competences for Youth").

Task 4. Developing strategies to uncover fake news ("Media Competences for Youth" modified by author). In small groups actions for uncovering fake news are generated and listed. The following questions can be used:

What would you do to verify information?

What sources would you rely on? Why?

What information would you share with others?

Results are presented for general discussion.

Task 5. Mini-lecture "News media in Ukraine" ("News literacy" online course http://video.detector.media/special-projects/novynna-gramotnist-i22).

Task 6. Practice makes perfect.

Several news are presented some of which are fake (possibly taken from StopFake www.stopfake.org/de/wie-identifiziere-ich-ein-fake/). Participants implement developed strategies to uncover fake in small groups. Results are presented for general discussion.

Task 7. Self-evaluation of news media skepticism (modified and shortened scale of News media skepticism in News media literacy questionnaire developed by A. Maksl, S. Seth and A. Stephanie in 2015). Please reply to the following questions using 5-grade scale with 1 – strongly agree and 5 – strongly disagree.

I trust news media.

I think news media are fair.

I think news media are accurate.

I follow news media.

Results are followed with group discussion among those willing to share.

Citizenship identity structural part of the training goals:

1. Awareness of personal citizenship identity.
2. Understanding of citizenship identity as a complex structure containing values, attitudes, styles of behavior and behavior in concrete situation of interaction.
3. Development of tolerance towards people with different meaning content of citizenship identity components.
4. Understanding difference between citizenship identity and ethnic identity.
5. Awareness of news media role in constructing / effecting citizenship identity.
6. Awareness of news media role in promoting citizenship behavior.

In general and simplified way we describe citizenship identity through belonging to civic society. Citizenship identity is considered to be a type of social identity co-existing in the system of social identities with others, for example, ethnic, gender, professional identities. A corresponding model of citizenship identity reflecting its structure was developed (Bondarevskaya, 2016).

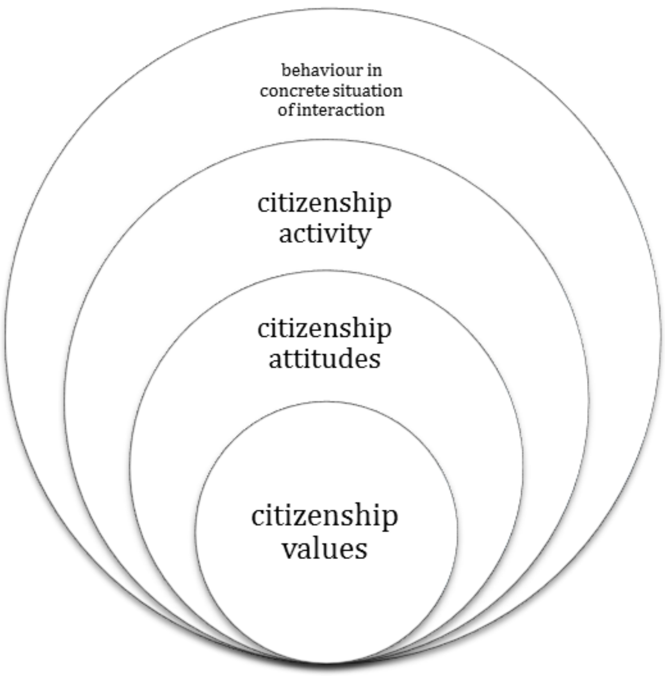

Figure 1. Citizenship identity model.

The proposed model of citizenship identity is shown on Figure 1. It consists meaning content, citizenship activity in which it is revealed and behavior in concrete situation of interaction. Meaning content includes system of citizenship values and citizenship attitudes, while citizenship values lie in the center (the most stable component), citizenship attitudes (more apt to changes) lie in the layer next to the center. Third layer, citizenship activity, is even more apt to changes than the previous ones. The outer layer, behaviour in concrete situation, is the most apt for changes.

In accordance to Citizenship identity model (Bondarevskaya, 2016) we designed the part of the training concerning citizenship identity. Through training we can effect citizenship attitudes, citizenship activity and behavior in concrete situation of interaction. Citizenship values are the most stable component in this model and hardly can be changed through training. Selected tasks of the training part devoted to citizenship identity include the following.

Task 1. Please individually draw a chart continuing a phrase "I am a citizen of Ukraine and I …". Results are followed with group discussion among those willing to share.

Task 2. Mini-lecture "What "citizenship identity" means" followed by group discussion.

*Task 3.*In small groups please role-play a situation when one of you is Ukrainian and all others have never been to Ukraine. The group interviews a Ukrainian about life in Ukraine, civic society in Ukraine, everything meaningful for Ukrainians. Results are presented to the whole group.

*Task 4.*Group brainstorming "Name as many ethnic groups living in Ukraine as you know".

Task 5. In small groups choose a historical event or a hero in Ukrainian history. Describe this event or hero. Reply to the question who can think differently and why. Present results to the whole group.

*Task 6.*In small groups discuss how you decide what news information to share in social media. Do you check if it is fake news before sharing? Present results.

Task 7. General group brainstorming "How news shape citizenship identity". Memorize news during Revolution of Dignity, news regarding war in the East of Ukraine. Discussion of results.

Conclusions. In conditions of hybrid wars accompanied by information wars stable citizenship identity can be considered as the main source of state security. Citizenship education is an important tool in formation of citizenship identity as belonging to civic society by showing values, attitudes and behaviour patterns acceptable in current civic society. News media is another powerful tool for citizenship identity formation or destruction. Citizenship education is essential in confronting destructive media effects on citizenship identity. Inclusion media literacy development programs in citizenship education will help to prevent destruction of citizenship identity by mass media.

PUBLIC OPINION ON POLITICAL AND ECONOMIC ISSUES

To change the authorities or to stop the war: Which purpose is more important for Ukrainians today?

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Introduction. In the context of the so-called “hybrid” undeclared war that Russia is leading against Ukraine, the factors of information and psychological influence on the mass consciousness became especially important. A. Kolodii (2015) describes the category of “consciental war” as a war on defeat of consciousness and the destruction of identity. Its features include: long latency; diversity, flexibility and unpredictability of means of influence; forced distortion of information and communication space; erasing the distinction of “friend–enemy”; destruction of spiritual values, notions of good and evil; the destruction of a person's ability to self-identification and identification of fixed communities, which leads to a change in the forms of self-determination and to depersonalization.

One of the main areas of propaganda influence of Russian media on Ukrainians is the discreditation of Ukrainian state authorities. In general, the assessment of power is largely an internal psychological problem of citizens and is rarely the point of attention for foreign media. For example, based on the results of the comparative analysis of the contextual meanings of toponymic concepts of Ukraine, France and the United Kingdom in the media discourse carried out by

V. Biloshytska (2016), auto-stereotypes revealed a focus on internal problems and achievements of the country. In particular, in the "Ukrainian weekly" magazine 4 of the 12 most frequent contextual associations with the lexeme Ukraine related to the authorities and 2 of them are to the war with Russia. Instead, hetero-stereotypes of Ukraine in the British and French magazines do not have the image of Ukrainian authorities at all.

However, there is a lot of such images in the content of modern Russian, as well as in some Ukrainian media. Iu. Horban (2015) draws attention to the systemic anti-Ukrainian propaganda campaign of Russian media and using the latest technical capabilities and manipulative technologies by them. The main forms and directions of influence on the Ukrainians' public opinion are the following: campaign against political course of the ruling elite of the state and its individual leaders; imposition of views on the inability of Ukrainian authorities to govern the state and make rational decisions; creating ideas that elections are more important for the Ukrainian elite than military events; formation of negative judgments about military-political leadership of Ukraine.

P. Burkovskyi (2017) notes that Russian media's propaganda efforts in highlighting events in Ukraine are an important tool for legitimizing Russian plans to undermine the unity of Ukrainian society and destruction of Ukrainian state. In order to demonize Ukrainian authorities, they hyperbolize the importance of right-wing radical organizations in Ukraine, carry out personal information attacks against Ukrainian politicians, and update negative stereotypes of mass consciousness.

Objectives. Destructive influence of Russian and pro-Russian media on the Ukrainians' mass consciousness requires to understand the citizens' psychological readiness to perceive anti-governmental meanings in the context of military confrontation. An extremely important issue is a question of the proportion between anti-governmental and anti-war attitudes: what is the most urgent in terms of directing mass consciousness – change of the authorities or peace achievement?

Method and procedure. The study was empirically based on monitoring status and trends of Ukrainian citizens' political consciousness that has being carried out in Institute for Social and Political Psychology, NAES of Ukraine, since 1994. Annually, from 1200 to 2000 respondents were interviewed in all regions of the country (from 2014 excepting the Crimea annexed by Russia and occupied areas of Donbas), taking into account age, gender, ethnicity, socio-professional structure of adult population.

Versions of psycho-semantic questionnaire have been used in the monitoring are modifications of methodology proposed by Russian psychologist V. Petrenko (1997). The questionnaires consist dozens of political content statements taken from mass-media of different ideological orientation. Respondents rated their agreement with the statements by three-point scale.

Every year some statements have been changed depending on new circumstances of social and political life. Significant changes were made in 2014 in connection with Russian military aggression. Since then, four surveys have been conducted: at the end of 2014 (1798 respondents) and 2015 (1204), and in the beginning of 2017 (1201) and 2018 (1208) years, that is, actually with a one-year interval.

Among 51 statements included in the questionnaire in 2018, 21 were selected in relation to respondents' attitudes towards the authorities and the war. Four factors were outlined due to factor analysis. Then, the estimates of the most loaded in each factor statements, received during 2014 – 2018, were compared.

Results. Assessing the relationship between attitudes towards the authorities and the war in general context of the polls, one should say that authorities' ratings were among the strongest factors in a stable manner, while the attitudes towards the war were scattered on various factors. This and other circumstances give reason to believe that in Ukrainians' consciousness a holistic vision of the war as a permanent phenomenon of their existence has not been formed.

The assessments of the government and the war given by the respondents in the 2018 survey were united into 4 factors. The first factor reflected attitudes, mostly negative, towards the current government. These attitudes were primarily concentrated on the person of President Petro Poroshenko. The statement "Since the day when Petro Poroshenko became the president, the people's confidence in the government began to be restored" was the most loaded. In 2018, 7,1 % of respondents agreed with it, 22,9 % were not identified, and 69,9 % did not agree. During the four surveys, the evaluation of this judgment on the 3-point scale varied as follows: 2014 – 1.75; 2015 – 1.52; 2017 – 1.34; 2018 – 1.37 (differences between the indicators for 2014 and 2018 here and in the following three cases were $p \leq 0.01$). So, as we see, the level of trust to the authorities was generally low and steadily declined until 2017. It is still unclear whether a slight increase ($p \leq 0,05$) in 2018 indicates a significant reverse tendency.

In the second factor, the respondents' attitudes towards the idea of changing the current government became apparent. Most clearly, the relevant assessments focused on the statement "Unfortunately, neither the first Maidan nor the second has achieved their goals – the third Maidan is necessary, which will eventually ruin the corrupted system of government". This year there were 26.2 % of those who agreed, 34.1 % were not identified, and 39.5 % disagreed. The dynamics of the respective ratings were as follows: 2014 – 2.06; 2015 – 2.02; 2017 – 1.95; 2018 – 1.87. It turned out that at the same time as the dissatisfaction with the government increased, the proportion of those who were advocating for its overthrow decreased.

The third factor perceived the attitudes towards the war as a fact of social and political life. The statement "No matter how hard for us it is to survive, the main thing is to bring peace and tranquility to Ukraine" was the most revealing. 73.7 % of the respondents agreed with it, 15.1 % were not identified, and 11 %

disagreed. After 2014, the level of agreement with this opinion has declined significantly: 2014 – 2.8; 2015 – 2.64; 2017 – 2.66; 2018 – 2.63. In general, the preferences for peaceful life prevailed, but the very existence of the war prompted some citizens to accept it as a necessary or inevitable phenomenon.

The fourth factor combined statements with assessments of the war in Donbas nature and search for its perpetrators. The statement "If Putin brought the forces into Ukraine, they would be met with flowers" dominated. It was supported by 8.1 % of respondents, 25 % were not identified, and 66.8 % did not agree with it. The average score of the respective ratings varied as follows: 2014 – 1.35; 2015 – 1.41; 2017 – 1.34; 2018 – 1.41. These fluctuations had relatively small but statistically significant amplitude.

Assessments of the authorities and the war were purposely combined in a content of one of the statement "President Poroshenko's peaceful plan is a solid basis for ending the war in the Donbas, preserving the territorial integrity of the state". The obtained data clearly indicated that respondents expressed in the estimations their attitudes towards the authorities more actively. This indicator entered the first of the above-mentioned factors having a higher level of correlation with the most loaded indicator of the first factor (statement about the President; $r = .33$, $p \leq 0.01$). At the same time, its correlations with the most significant statements of other 3 factors turned out to be insignificant (-.02, .08, -.02, accordingly).

Conclusions. Generalizations of described features of the Ukrainians' political consciousness give reason to suppose that two tendencies are dominant in attitudes towards the government: strengthening of negative assessments of the authorities' activity, on the one hand, and decrease in readiness to change the current government, on the other hand.

The attitudes towards the war in Donbas are equally controversial. There is still a high desire for peace by all means, but then there are rational and pessimistic assessments of the possibilities and feasible ways of stopping the war. In the context of combination of attitudes towards the government and the war, a significant emotional predominance of the former should be notified. It makes mass attitudes critical and biased and discourages the citizens to make well-balanced and logically structured decision.

CORRUPTION

The crony capitalism impact on economic development

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Introduction. Ukrainian scientists increasingly discuss possibility of ensuring welfare of society in economic systems affected by the phenomenon of usurpation of power, neo-pseudo-corruption and rent-seeking behavior of economic agents. All these features of ~~a~~ typical oligarchic society are characteristic for modern Ukraine. Moreover, even a specific term “crony capitalism” appeared, which is understood as capitalist economy, in which business success depends on personal relationships of businessmen with government officials. Such connections are actively used in developing economies to obtain licenses, subsidies, and state orders on beneficial terms violating formal or informal rules.

Originally, the concept of clan capitalism was applied to the economy of the “Asian tigers” in the 1960 – 1990s, in which business interests were closely intertwined with the party, but today it is actively used in economy of post-Soviet countries. In general, in the process of overcoming corruption practices and minimizing the impact of clan capitalism, the quality of institutions that are called to eliminate the manifestations of opportunistic behavior of subjects, regardless of their political, social or economic status in society is becoming most important.

On the other hand, the ability of the society to build effective institutions to prevent the spread of oligarchic structures that neutralize the allocation effectiveness of the economy, which is formed on the basis of market interactions, largely depends on the attitude towards power and the propensity to hierarchy. It can be assumed that the greater the tolerance of hierarchical relations is laid down at the level of culture, the more the society will not oppose those forms of organization of economic processes and the formation of institutions that can be preserved by oligarchism. At the same time, this does not mean that the distance to power is always a bad phenomenon, especially when it comes to subordination and labor ethics. Competitive pressure is an important prerequisite for the formation of market constraints for the transformation of hierarchical modalities of behavior into oligarchic structures that paralyze development.

The **objective** is to analyze the influence of the level of power distance on the development of crony capitalism in developed and developing economies. In this context arises the question of the society's welfare ensured under conditions of oligarchy and highly corrupt economy, as well as what economic policy should be, taking into account the existence of a favorable cultural environment for the development of oligarchic-hierarchical interactions.

Methods and procedure. To explain connection between two variables (Crony-capitalism index and Power distance index) we took indicators like share of sectors with the domination of rent-seeking behavior as percent of GDP controlled by oligarchs in the crony sectors (*Our Crony-capitalism Index: the party winds down https://www.economist.com*) and level of Hofstede's Power distance index (*Power Distance Index. Geert Hofstede cultural dimensions. Clearly cultural: making sense of cross cultural communication http://www.clearlycultural.com*) from 22 countries. Data was taken from open resources in 2017 and statistically analyzed in Excel.

Results. The correlation-regression analysis of the dependence of the power distance and crony capitalism has shown that there is a clear direct link between these indicators. The value of R^2 varies within the range of 0.4441 – 0.4552, depending on the function of approximation. Cultural factors are important for explaining political and economic structure of the society. Thus, the index of distance of power is directly connected with the index of crony capitalism.

Taking into account that the latter reflects the dominance of sectors with a high degree of hierarchy and dependence on economy, it is safe to say that attitude to power in society is an important precondition for development of institutional trajectory of a society. Tolerant attitude to hierarchy is a meta-factor explaining why certain societies take the form of interaction between government and business, the result of which is a clear anti-inclusiveness. Despite the fact that distance to power can testify to tolerant attitude to hierarchies, without which large industrial production is impossible, there is a particular risk.

On the one hand, industrial structures are extremely sensitive to the extent to which the ability to accept subordination in a society is formed, since transaction costs of organization and control over functioning of complexly organized vertical ties, which are the basis of the third technological way, will depend on this. On the other hand, the existence of patterns of tolerance to hierarchy enables oligarchy and property stratification according to the criteria of access to power / rent. The access to alternative institutional trajectories becomes extremely complicated when both situations in the country coincide. Third level sectors become donors of oligarchy, reproducing distance to power, and tolerance for hierarchies reinforces the belief that it is with this type of relationship that at least a certain level of well-being is possible. In this way, an institutional "bad locked circle" is formed.

The question arises why society should strive to overcome this "locked circle" if it relies on cultural patterns? The main reason for this is that access to alternatives allows you to generate doubts about the fact that it is precisely such an institutional path that is non-alternative. On the other hand, the development of technologies enables new forms of organizational interactions that do not require rigid hierarchies. That is why oligarchic structures often hinder technological progress, since the latter “wipes out” social and electoral basis of their self-reproduction. That is why blocking free enterprise, risk-oriented technologies, low taxation of creative sectors, cultivating bad business climate are becoming a dominant instruments of the economic policy of a state under control of an oligarch.

Overcoming cultural constraints beyond the tolerance of hierarchies that reproduce oligarchism may not be successful if the focus is on opposing technological progress and distance to power. The most important issue will be creation of conditions for alternative forms of social interactions and business organizational modalities that are generated by a combination of access to new technologies and market self-regulation. The main instrument of economic policy should be inclusive access to knowledge, minimizing barriers to entrepreneurship, improving institutional quality and low taxation.

Conclusions. Cultural factors in formation of hierarchical societies have a direct correlation in economy, increasing the probability of domination of so-called crony sectors. Together with the lack of democratic control over them and weak institutions, they can lead to oligarchization of economy. A direct link between index of power distance and crony capitalism index is confirmed empirically. This indicates that the value of tolerance to hierarchy is significant while explaining institutional trajectory of country’s development.

In case where crony-sectors are hampering technological progress and inclusive growth, structural reforms can be complicated by lack of public request to overcome hierarchies. The rigor of such system limits development, which means that the struggle with hierarchical oligarchic structures should not be on the level of cultivating alternative values, but on the level of blurring social and electoral crony-sector support. Fiscal incentives for entrepreneurship development, promotion of start-ups, quality of institutions, and investment in human capital are, albeit stereotyped, but necessary to overcome negative enchantment of the link between oligarchism and tolerant hierarchy values.

PSYCHO-ECONOMIC ASPECTS OF ORGANIZATIONAL ACTIVITIES AND POSITIVE ORGANIZATIONAL BEHAVIOR

The model of motivation to success of employees from production collectives

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Introduction. At present problems concerning improvement of employees' qualification and their working efficiency are more important because each organization tries to optimize their work as much as possible. In the context of the socio-economic realities, employees` motivation to success and productive activities are important aspects of effective collective work in production enterprises. The process of workers' motivation includes their personal needs, characteristics, knowledges and skills. One of important components of employees' effective work is the structure of motives and the forms of incentives used in the enterprise.

For achieving the main goals of production enterprise the general increase of employees' resources is necessary and motivation to success plays an important role in this case. In addition, it is very important to motivate people to work for organizational success and, of course, to achieve their personal success. Employees of a production enterprise should have high motivation to success, purposefulness and determination, be able to make informed decisions and to go for reasonable risks because efficiency of production processes and profit of an enterprise as a whole depends on their work. In this context the study of motivation to success among employees of production enterprise becomes important as well as studying psychological factors of employees' motivation to success in their professional activity.

The term "motive" has French origin and means an incentive for active work which is based on meeting the main personal needs. V. Viljunas calls motive as a stimulus for activity, which consists of cognitive element (subject of needs) and affective element (feelings), proceeding from needs (Viljunas, 2006). According to E. Kirchler, motivation is a collective concept for many mental processes and effects, the common core of which is personal choice one or another behavior, focusing on direction, expected results and energy expenditure (Kirchler, 2010).

Among scientists who studied motivation to achievement success are J.W. Atkinson, D.C. McClelland, A.H. Maslow, D. Nikols, H. Heckhausen, F. Hoppe, M. Baturin, L. Borozdina, V. Gerbachevs'kij, P. Muchinski and others. However, in spite of such research interest in motivation to success, there is no single definition of this concept. H. Heckhausen thinks that motivation to achieve is an attempt to improve or save the highest human possibilities in all types of activities, where performing similar activities can lead either to success or to failure (Heckhausen, 2001). H. Murrey considered motivation to success as a strong need to achieve certain result in work, to do something quickly and efficiently. F. Hoppe proposed to determine the motivation to achievement as a high level of claims, keeping consciousness at the highest level with the help of a personal standard of achievement (Vindeker, 2013). D. Atkinson researched the peculiarities of motivation to achievement, based on the fact that this term contains desire to achieve success and desire to avoid failures. He suggested that motivation to success means setting goals with average difficulty level and are consistent (McClelland, 1971). German scientist L. Rosenstiel considered motivation to achievement as a desire to develop abilities in all types of activity or, if it is possible, to develop abilities in such job, where high result should be shown (Rosenstiel, 2000).

There are many factors that affect formation of motivation to success among employees. Modern literature presents only results of research factors that promote or hinder work. According to some authors, lack of stable staff, lack of specialists, low level of mutual assistance and lack of orientation to common goals can hinder effective work. Some researchers noted that status of person, the ratio of rewards and punishments, psychological climate in collective, awareness of their own utility influence motivation to success.

Results. The model of motivation to success of employees from production collectives was developed by author. This model is based on analyzed approaches and various theories about motivation to success. The development of this model takes into account specifics of workers' activities and key requirements of personnel of production enterprises. First of all, this model is understood as system of skills, knowledge and personal characteristics, which are necessary for successful work. This model covers the following components.

1. *Team work.* Management model by R. Blake and D. Mouton presents five main styles of management. Each of styles is characterized by individual properties of managers' and workers' behavior. These styles of management are determined by two criteria: care for work process and care for people. Depending on the level of care for work and the level of care for people, the authors identified five styles: indifferent management (low care for work and for people); authoritative management (low care for people and high care for work); golden middle (average level of care for work and for people); care for people (low care for work and high care for people); team work (high care for work and for people).

According to this model, the style team work unites concern for work process and care for employees of enterprise, and creates a goal-oriented collective approach. The most effective management – team work, which maximally satisfies interests of a company and interests of each employee.

2. *Domination of motivation to succeed over motivation to avoid failures.* The motive to achieve success is important for effective work activity. Collective work will be more productive when all team members have high motivation to success with low motivation to avoid failures. No fear of possible failure, confidence in yourself, in your abilities, in your own competence, ability to go for reasonable risk lead to positive result of team work.

3. *Accordance of team roles' characteristics with motivation to success.* Team roles are defined as a tendency to behave, contribute and interrelate with others in a particular way. It was found that different individuals perform different team roles in varying degrees. Our research is based on role structure by M. Belbin. Studying team roles among employees of production enterprise, we used the following role structure:

- *head* – person, who is responsible for decisions and work;
- *shaper* – leader, who unites all members of the team in a coherent whole;
- *ideas generator* – person, who is a source of new ideas and proposals;
- *ideas evaluator* – critic, who is responsible for analysis and inferences;
- *work organizer* – can transform ideas into concrete tasks and monitors its implementation;
- *group organizer* – can rally the team and resolves any disputes;
- *resource investigator* – worker, who connects links between team and environment;
- *finisher* – this role is the most effectively used in the end of a task for "polishing" work, subjecting it to the highest standards of quality control.

The presence of team roles, which are characterized by determination, communicability, insistence, courage promote formation of motivation to success among employees of production enterprise.

4. *Entrepreneurial skills of employees.* We study personal skills – five general entrepreneurial characteristics that are important components of successful work: need for achievement, need for independence, creative

inclinations, ability for reasonable risk, commitment and determination. High level of those skills among employees is necessary for effective work and for formation of motivation to success.

5. *Organizational-professional characteristics of employees (high level of communicative and organizational qualities).* High level of communicative and organizational qualities is determined by ability of employees to establish business and social contacts with people quickly, ability to take part in group events, ability to influence people. Desire to organize other people and communicate with them depends on the content of appropriate forms of activity and typological features of a person. Therefore, high level of these characteristics is important for formation of motivation to success.

6. *Social status in a team (employee`s position).* Position of an employee and social status in production collectives, work experience in enterprise are important for formation of motivation to success among employees. The status in collective influences the level of motivation to achievement among employees of production enterprise. This factor also defines character of formation of relationships and interpersonal relationships in collectives and affects people behavior.

Conclusions. This model is actual for modern enterprises, because it covers main characteristics, abilities, qualities of employees of production enterprises, which are connected with formation of their motivation to success. Conditions, which are necessary for the formation of motivation to success, can be created in psychological training, which can ensure development of important characteristics of employees.

PSYCHOLOGICAL WELL-BEING AS A PRECONDITION FOR ECONOMIC DEVELOPMENT

Playback Theatre as effective method in developing active citizenship in community

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Introduction. Playback Theatre is considered to be a method of social healing as it creates opportunity for ordinary people to share their own stories and have them played back by a group of actors. In comparison with a conventional theater, where audience sees only actors on stage, Playback Theatre involves audience to see themselves from the stage side. Participants hear different unique and inspiring stories, different experiences, and with such help they form a willingness to accept others and tolerate others' choices.

In cities where people are often detached from problems of others, Playback Theatre can become a place where a community meets face to face. And, finally, it shows that there are people around with similar requests and problems, and that if we, even such different, will unite our efforts – we will be able to change many issues people experience in their everyday life (e.g. how to improve environmental issues, build modern cultural facilities, light lanterns, develop tourism business, etc.). Therefore, today Playback Theatre's characteristics evidence an original type of social involvement by including audience, giving them intervention in a performance and permitting them to share values and experiences, discuss and support others through a performed story (Linda M. Park-Fuller; 2003).

The reproduction theater, as a rule, unites the community in the Kryvyi Rih region, strengthening it with a wide range of cultural aspects and a constant search for intellectual and physical improvements. Due to stated above reasons, Playback Theatre can expand skills for performing speeches for different communities of vulnerable groups, such as immigrants from eastern Ukraine, LGBT community and unemployed.

It is necessary to emphasize the results of R. Dennis's research (Dennis, R.; 2008). The researcher calls into the question of the reductive influence of narrative structure and argues that in order to overcome the weakening effect of empathy, strong aesthetic production is required in carrying out personal stories in the context of refugees. The tension that arises among the key imperatives of an accountable, accurate and aesthetic representation in the work of refugees is then explored as a dialogic space.

A. Barak (2010) analyses a new synthesis between Playback Theatre and Michael White's narrative therapy. The researcher's article also includes limitations and possible drawbacks of integration playback theatre and narrative therapy: a structured therapeutic model integrating White's approach to narrative change with Playback Theatre techniques is detailed (Barak A., 2010).

Objectives. That is why, looking back on the history of Playback Theatre, it has the following positive influence on both actors and active participants (including onlookers). Firstly, it is viewed as a pastime activity with a "stress buster" effect, after which the performance participants admit they feel some improvement of their mood and they are eager to participate in next performances. Secondly, it helps to focus people's attention on other aspects of human life. Many participants highlight this performance helps in escaping from daily routine and "grey" reality. Thirdly, the performances make participants more confident, open and resilient; it reduces anxiety about every day issues. Finally, Playback Theatre aims at developing social intelligence and different soft skills (leadership, teamwork and planning) providing the viewers with the possibility to compare, analyze, deal with and respond to other life experiences and challenges.

Results. "Echo" Playback Theatre, trained for this kind of acting, was created in June 2016 in Kryvyi Rih, Ukraine. The first "Echo's" official performance was held on 19th September, 2016 on the International inclusive Art-playback festival "Together": performance for integration of displaced persons into community, Kiev. After that group had 34 performances for displaced persons (Project for “Vatra. Space of open community”, October 2016 – till now, UNHCR Ukraine, Deutsche Gesellschaft fuer Internationale Zusammenarbeit). The “Echo’s” group organized and implemented seminars of Playback Theater in the framework of training program for student's leadership and Educators of High-School Teachers through the program of "I'm at home" in Kamyanets-Podilskyi.

“Echo” worked for 2 years with integration of displaced persons into community. We performed and received a list of the storytellers (148 stories). The stories of each performance were recorded in the report by 6 experts-psychologists. After each story, the psychologist fixed the topic (note in the playback performance "red thread"). Spectators estimated the list of stories on the scale of semantic differential. There were 78 women's and 70 men's stories. There were stories of 15 children, 107 adults, and 26 stories of elderly people. Audiences were students, government officials, civil activists, police officers, young mothers, representatives of LGBT community, representatives of the church, people with special needs, journalists and others.

Later, we selected 52 topics of 148 stories using the Q-sorting method. With the help of an expert method, 6 psychologists combined 52 topics in 9 psychologically relevant themes. These are themes: personal vulnerability, fear of death, partner love, caring for family, avoiding failures, parting, social prohibitions, relations with mother or grandmother, acceptance or rejection of emotions.

After that, we made a comparison between themes of the groups and themes of the performances. This gave us opportunity to highlight the group's views on the topics: immigration, war, violence, success, family, life choices, civic activism and adaptation in a new city.

Playback Theatre performance provides community with their own authentic cultural products and ideas. Consequently, Playback Theatre motivates to integrate new methods into projects of inclusive education, psychological support of temporarily displaced persons in Dnipropetrovsk region. For a researcher, it is essential to work on psychological themes of our community, understand, follow and predict social changes in the nearest future.

Conclusions. There were three specific challenges that Playback Theatre mainly addressed:

1) Psychological prevention of insulation of displaced persons from the eastern part of Ukraine, stigmatization of people with special needs. Level of personal involvement in cultural life, cultural diversity was improved by specific design of performances based on viewers' life-stories.

2) Creation of cultural involvement of different age groups from the city's community in thematic performances of Playback Theatre (for example, changes in the city, job search, rhythm of life).

3) Behavior changes, increasing self-evaluation and self-expression in performances make people to express themselves more confidently, open and resiliently. Psychological analysis of different life stories in performances creates a condition for tolerant attitudes to vulnerable groups, raising public awareness of current issues, initiates new models of behavior or improve new forms of collaboration between stakeholders of community.

Work-family conflict and strategies of conciliation among school teachers

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Introduction. The so-called 'work-family conflict' arising from the need to balance family and professional roles is a common occurrence in the organizational context. Studies show that it is a considerable source of distress both for the employees, as well as for the organization (cf Lourel et al., 2009), provoking recurrently negative emotions and seriously affecting the subjective wellbeing of the employees (cf Ilies et al., 2012). In this regard, school teachers are not exception. Due to work overload and the need to adapt quickly to permanent changes (economic, technological and social) happening in educational institutions presently, their work extends beyond the workplace, requiring efforts in finishing the professional tasks even at home (Rachel et al., 2007). Statistical data show that an increased number of teachers abandon their work, work-family conflict being one of the motives of dissatisfaction and demotivation at the workplace that influences this decision.

Method and procedure. This paper will discuss the ways this conflict manifests among employees from educational institutions and strategies to achieve work-family balance. For this case study, we have conducted 15 in-depth interviews with school teachers (women, all married, aged 25 – 45) from Chisinau city. Based on the typology of work-family conflict (Greenhaus & Beutell, 1985), the conflictual situations described by interviewed persons were classified in three categories: time-based conflict, strain-based conflict, and behavior-based conflict.

Results. The majority of work-family conflict situations recounted by interviewed school teachers were about prioritizing work over family and subsequent feelings of being neglected among the rest of the family, especially children. For example, one informant feels remorseful for having overlooked motherhood duties: *`I have neglected my family so much, especially my child and in the most inappropriate time, when he was in the 1st grade, when he needed my affection and support the most. Now he often reproaches this to me*` Due to work overload, teachers `forget` they are not only teachers, but at the same time mothers and wives. The lack of time for family often generates interpersonal conflicts, but also intrapersonal ones such as depression and feelings of irreversible failure. The conflict amplifies work dissatisfaction and professional demotivation and can lead to poor work performance.

The tension produced by work-family conflict, as a result of task overload and no time for household chores frequently generate strained relations with other family members. As one teacher, confessed: *`I feel irritation even when we have visitors (...), I cannot enjoy their presence and communication with them is often poor or inadequate, because I am stressed and strained all the time*`. Time shortage does not allow for easeful communication with children, as one informant mentioned *`I often do not manage to do home stuff, offer needed attention to my children, or spend time with them during weekends, because on Saturdays I have to be at school to catch up with unfinished tasks during the week*`. The strain arises from the unequal distribution of time between two vital spheres of life, such as work and home, and the incapacity to keep boundaries between these two.

A crucial factor, as being described by the majority of interviewees, is emotional and physical exhaustion due to numerous work-related tasks: planning lessons, keeping records, school assessments, in addition to various administrative duties, or activities planned for the weekends such as school competitions, seminars or professional development courses. As one interviewee complained:

`In the educational sector, working overtime is rather a norm, than an exception; and this is not enough, we also take work to do at home – grading papers, preparing for next day's classes etc.`. On top of that, teachers mention other challenges such as big size student groups (over 35 students), which require double or triple preparation: *`There are high standard requirements to teachers. We all want to achieve excellence, me included, but having so many duties, it is hard to.`*

If the majority of interviewed teachers state that they try to be at high level with professional tasks, they did not mention the same thing concerning home responsibilities. As one of them admitted *`My child is now in the 4th grade, she needs my help with school tasks and I don't have time for this, because I have to work. I often do not have time for home responsibilities and this creates many tensions in my family. I even don't have time to discuss with my husband, communication makes me feel totally exhausted, when I come home we sit in silence. He works on his tasks, I am with my books`*

It is noteworthy that the majority of respondents declared that they prioritize work to the detriment of family. Only one participant in this study admitted that: *`While working on my school projects, my daughter often interrupts me with requests, asking for help or attention part; in this case, I usually choose to do my work partially and satisfy her desires, caprices or needs`*. The feelings of exhaustion, irritation, anxiety, or stress indicate that focusing on one sphere of life leads to less involvement in another. Moreover, these spheres seem interpenetrable and contaminate each other. It is not uncommon that frustration accumulated during the workday is transferred into the private realm of the household, on the partner or children. Interviewed teachers mentioned that very often they return home at the end of the day with indisposition for anything, least for talking to anyone or doing household chores. What emerged as prominent from the interviews is the difficulty to maintain boundaries between home and work, because most of the time while at home, they are not able to mentally disconnect from the tensions generated at work. As one person stated, *`when I come back at home, after a full workday, I am always nervous and I cannot detach myself from work tasks, thus, I feel incapable to do anything at home.`* The interviewees also remarked that the absence of social and organizational support amplified the intensity of work-family conflict.

Conclusions. Reconciliation and balance between work and family can be reached when one is able to uphold an optimal rhythm between private and professional spheres. Institutions can prevent or alleviate work-life tensions among its employees by providing access to specialised psychological assistance, trainings or workshops in career and time management, as well as in achieving a healthy balance between these two spheres. As far as teachers are concerned, based on interviews, the most common practice is to prioritize one domain over another, that is to consciously devote more time to either family or work. Some of them employ more purposeful time management in order to cope with work responsibilities within the allotted working time. In some cases, they ask for help and support from colleagues, administrative staff, psychologists or family members. With regard to family members, the interviewed teachers stated that they expect more receptivity, tolerance and empathy.

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The problems faced by first year university students and their psychological well-being

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Introduction. First year university students differently experience transition to university. Many young people have to leave their parental home and go to another city. Some youngsters are brave when it comes to new challenges. But others are not prepared for the demands they are going to face. They find it difficult to adjust to campus environment, to new friends and new life style. Regardless of the difficulties young person must cope with learning tasks.

This study examines the problems that students encounter at university during their first year. These problems should be taken into account as it has impact on professional training, national economy, human resources and one's psychological well-being. Understanding the most frequent problems faced by university students is necessary to evaluate their needs in order to provide directions for the required assistance and for developing the most effective graduate programs.

Objective. The main objective of this study was to examine the most frequent problems faced by first year university students in Lithuania and to reveal relationships between these problems and students' psychological well-being.

Method and procedure. The participants were first year students attending Vilnius University and Lithuanian University of Educational Sciences. The students represented various fields of study, such as social sciences, technology, humanities, arts, etc. The data were drawn from a sample of 121. The mean age was 19. There were 50 females and 71 males.

The Student Problems Inventory for this study was developed on the basis of Reynolds (2013) research findings. A list of 28 student problems was distinguished: Stress management difficulties, Time management difficulties, Anxiety for something, Difficulties related to the transition to university, Difficulties related to student entitlement, Academic difficulties, Financial difficulties, Concern over the growth of one's own personality, Lack of learning motivation, Longing for close people, Health problems, Conflicts with students, Excessive parental involvement, Depressive mood, Lack of self-confidence, Difficulties associated with a roommate, Sexual harassment, Insufficient parental involvement, Sexual abuse, Substance abuse / addiction, Grief / loss, Lack of connection with faculty community, Anger management difficulties, Discrimination experience, Suicidal thoughts, Eating disorders, Difficulties in career planning, Longing for the old friends.

Because of heterogeneity of the challenging areas of student concerns, high internal consistency was not expected, however, computed Cronbach's Alpha showed good internal consistency – 0.85. Depending on how often respondents experience one or another problem, they rated each of them on 5-point scale (from 1 – ever to 5 – constantly).

The Lithuanian Psychological Well-Being Scale (LPGS) developed by Bagdonas, Liniauskaitė, Urbanavičiūtė, Girdzijauskienė, Kairys (2012) was applied for measuring students' psychological well-being. The questionnaire consists of 8 subscales: Global satisfaction with life and oneself as a person, Negative emotionality, Purposefulness in life, Satisfaction with interpersonal relationships, Satisfaction with family relationships, Satisfaction with living standards, Satisfaction with physical health, Perceived control. The instrument demonstrates good psychometric properties. All subscales showed good reliability, Cronbach alphas ranging from 0.67 to 0.95. The psychological well-being was assessed with a 5-point response scale (1-strongly disagree to 5-strongly agree).

The students were given The Student Problems Inventory and The Lithuanian Psychological Well-Being Scale in their classrooms. The respondents were asked to read the questionnaires and fill in it. Anonymity was guaranteed.

Results. The research results show that university students of the first year were more frequently concerned about anxiety for something (98.3 % of students experience this problem), time management difficulties (95.9 %), lack of self-confidence (93.4 %), lack of learning motivation (91.7 %), difficulties related to the transition to university (85.1 %), stress management difficulties (82.6 %), longing for the old friends (76.9 %), growth of one's own personality (76 %), depressive mood (76 %), difficulties in career planning (75.2 %), academic difficulties (73.6 %), longing for close people (62.8 %), health problems (62.8 %), lack of connection with the faculty community (62 %), financial difficulties (57.9 %).

Other problems were experienced by less than 50 percent of students. Reynolds (2013) explored how student affairs professionals perceive student concerns. The results obtained were close to current study results. The most frequent identified students' concerns were similar in both studies. But in examining the most challenging concerns at the top of the list we found concerns identified in many cases as less frequent. There are suicidal ideation and behavior, immaturity, interpersonal conflicts, student entitlement, diversity, family problems, substance abuse and addiction, sexual assault, parental involvement, self-harm, eating disorders.

The results revealed statistically significant differences (Mann-Whitney test) in problems' frequency between males and females. The frequency of such problems as stress management difficulties, anxiety for something, difficulties related to the transition to university, lack of learning motivation, longing for close people, health problems, anger management difficulties, discrimination experience, longing for the old friends was higher in females than in males and excessive parental involvement was higher in males.

Seeking to investigate the relationships of students' problems with psychological well-being, the Spearmen's correlation was calculated. Statistically significant negative relationships were found between psychological well-being and problems such as stress management difficulties ($r = -0,394$, $p < 0.001$), anxiety for something ($r = -0,505$, $p < 0.001$), difficulties related to transition to university ($r = -0,278$, $p < 0.05$), difficulties relate to student entitlement ($r = -0,179$, $p < 0.05$), academic difficulties ($r = -0,195$, $p < 0.05$), financial difficulties ($r = -0,290$, $p < 0.001$), concern over the growth of one's own personality ($r = -0,331$, $p < 0.001$), lack of learning motivation ($r = -0,449$, $p < 0.001$), conflicts with students ($r = -0,233$, $p < 0.05$), depressive mood ($r = -0,637$, $p < 0.001$), lack of self-confidence ($r = -0,548$, $p < 0.001$), insufficient parental involvement ($-0,191$, $p < 0.05$), substance abuse / addiction ($r = -0,230$, $p < 0.05$), grief / loss ($r = -0,235$, $p < 0.05$), lack of connection with the faculty community ($r = -0,244$, $p < 0.01$), anger management difficulties ($r = -0,328$, $p < 0.001$), suicidal thoughts ($r = -0,410$, $p < 0.001$), eating disorders ($r = -0,282$, $p < 0.01$), difficulties in career planning ($r = -0,331$, $p < 0.001$).

Conclusions. The focus of current study was on the most frequent problems faced by first year university students in Lithuania. 15 problems of 28 were identified as most frequent: anxiety for something, time management difficulties, lack of self-confidence, lack of learning motivation, difficulties related to transition to university, stress management difficulties, longing for the old friends, growth of one's own personality, depressive mood, difficulties in career planning, academic difficulties, longing for close people, health problems, lack of connection with the faculty community, financial difficulties.

The study examined relationships between students' problems and psychological well-being as well. We found no links between students' psychological well-being and time management difficulties, longing for close people, health problems, excessive parental involvement, difficulties associated with a roommate, sexual harassment, sexual abuse, discrimination experience, longing for the old friends. Students' psychological well-being most strongly and negatively associated with such problems, as depressive mood, lack of self-confidence and anxiety for something. Other problems have weaker but statistically significant negative correlations with psychological well-being.

ROLE OF HISTORY AND CULTURE IN SELF-CONSTITUTION OF A PERSON

The disappearance of history and the construction of banality: transformation of national tragedies into ghost stories

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Introduction. History is always considered as the site of memory for the construction of a nation. Therefore, history can justify the reason of being for a nation or a group of people and its shared political identities through what the history tells them about what had happened in the past time, and how it is maintained to bring the nation into the future. This paper is aimed to study how the Indonesians have to confront their own history by using the Social Representations perspective (Moscovici, 1961/1976).

Considered as the new approach for studying the modern anthropology of contemporary society (Moscovici, 1961/1976), theory of Social Representations goes into the daily life process in which people run through their world vision and represent it into practices that shape their identity. The option to look into everyday life leads us to understand the space of production and its process on how the cultural and social practices constitutes social knowledge. This knowledge is deeply shared by all members of a group or a given community (Jodelet, 1989, 2006), and provides structure of logic that any individual from that group uses as the reference to comprehend the surroundings. In this regard, we study that form of knowledge for this paper.

The focus of this paper is to understand how the Indonesians digest history and transform it into a form of common sense. The study of common sense becomes one of the pivotal ground in Social Representations perspective, not only because it is developed from daily conversations and collective actions. Common sense as a form of knowledge consists of a specific network of concepts, images, beliefs, myths or traditional knowledge that runs parallels with scientific creations. It is a complex mental process and scientific reasoning tends to ignore its importance for creation of identities. Its complexity sometime resides in its socio-cultural uniqueness, therefore there is a logic from which we can elaborate and associate with indigenous thinking (Permanadeli 2000/2015, 2008, 2011).

For specific cultural reason, we focus our study on understanding formation of ghost story as a form of common sense in this country. Another reason for observing ghost story, is the fact that not all histories are cerebrally "digestible" as it is the case of histories which trigger the trauma effects for people. Indonesia has undergone these types of history since the beginning of its existence, and produce a specific mechanism of both remembering and forgetting the trajectory of the nation. The option to remember by forgetting the history and transforming it into a ghost story attracts us to study this phenomenon in Indonesia, is not an ambiguous mental process. In regards to Social Representations perspective, this phenomenon can be considered as a cognitive pholyphasia (Jovechelovitch & Gervais, 1999; W. Wagner, Duveen, Verma & Themel, 2000) which shows the dynamic aspect of producing representations. We elaborate this dimension in this research for approaching the mass killings in Indonesia, especially the 1965's tragedy.

Indonesia was occupied by the Dutch for more than three centuries (17 – 20 century) and the Japanese (1942 – 1945). The independence was declared in 1945, but the process for obtaining that independence was not an easy move. After a decade of political turbulence, the first election was held in 1955, but the international atmosphere of these period was dominated by the ideological conflict of cold war. The favorable climate was to affiliate with the USA and its alliances, therefore the Indonesian Communist Party (PKI) was banned and all suspected members were jailed or assassinated.

The decision to ban PKI which was on the rise, has triggered an uncontrolled violence causing mass killing of approximately one million people. The oppressive power during 30 years that followed the tragedy has completely silenced the population to question what has happened in 1965. To control citizens, the stigma of PKI was maintained by associating communism with atheism through education system and religious education in the frame of development process.

Until now, the effort to unveil traces of the tragedy is in vain since government does not admit that violence. At the same time the religion which was introduced officially by the State to counter the communism is taking its shape as a new social power. Now it is the religion (Islam-Muslim) that stigmatizes communism and spreads the threat of its return into political scene although international atmosphere has completely liberated from its power.

Results. This research at the beginning was aimed to study the memory of that tragedy, and how that memory is linked and maintained to understand the urban transformation in Jakarta. We were confronted with the difficulty for gathering data since the population stays in silence and still do not want to talk about what they have known during that time – especially the old generation.

Interestingly, we learned that sites where the victims were buried (since they were brutally killed and not properly buried), are always associated with a particular ghost. In every site, the ghost story is different, and when people were asked about the source of the story, they would link it with the period of the tragedy. We understood that the creation of a ghost story is founded on that tragedy. We decided finally not to talk about the tragedy in data collecting process, but rather talk about the ghost as a form of representation of the dynamic process of social life.

We started with the case of a ghost of Taman Langsat in Jakarta. It is a public park and is rarely frequented by people despite its tropical beauty and its strategic location in the heart of the city. In the late of 60's during the period of mass killing, a corpse was found without being identified and it was suspected as a victim of that tragedy. From that time up till now, the ghost story is developed in such way that Taman Langsat gains its reputation of being haunted and become a "landmark" of the city. We studied how the evolution of society influences the dynamic process of the ghost story production. The more complex the social and political situation that people has to adhere with, the more complicated ghost story will be produced. At the same time, we witness how the story is always adapted to the current progress of society. The insertion of media (from printed to virtual) or technology (from numerical to digital) to the life style of people in Jakarta, can be identified in these ghost stories. Therefore we assume that there is a link between the ghost story and the psychology of the society.

To verify our hypothetical position, we studied also a mass killing during the independence period, committed by a Dutch officer in Makassar-Sulawesi, which has caused the loss of 40.000 people. Known as the tragedy of Westerling, contrary to the 1965's tragedy, this was mass killing. It is officially commemorated (since 1976 on the December 12th). The site of tragedy was transformed into museum and decorated with garden and statues. 71 years after the tragedy, people do not tell us about Westerling and his brutal violence anymore. The memory of tragedy is transferred and localized into the historical site, and all emotional aspects of the tragedy (anger, sadness, revenge, etc.) were transformed into ghost stories. As in the case of Taman Langsat, these stories dominate their remembering process and at the end altered the historical dimension of tragedy. Ghost is not always represented in satanic version. In most stories ghost is perceived as sensitive and mighty figure that people should pay attention to with respect.

Conclusion. From these two cases, we learned that there is a mental infrastructure for producing a ghost story. Indonesia has inherited strong influence of Hindu-Buddhism tradition that is still well preserved in cultural practices in day-to-day activities. Although since 1965, the introduction of monotheist religion along with modernization were heavily reinforced by the State to control communism, the foundation of daily life has not been transformed completely, either into modern structure or into religious one.

The most important notion for being Indonesian (or being an Asian in general) according to this tradition is to practice harmony principle as social regulation for not creating a conflict with others. The fact that the tragedy created a line to separate individual from others as an enemy, has provoked the violence to their basic understanding of being human. By transforming the enemy into ghost figure, they can reunite the split between non-PKI versus PKI or the Indonesians versus Dutch that history has created in this nation. This result also explains how the religious aspect intertwined existing mental structure to create ghost figures without violating that structure.

POLITICAL AND ECONOMIC CONSCIOUSNESS AND SOCIALIZATION

The problem of empirical indicators of ethno-national and civic identity

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Introduction. Individuals' perception of their belonging to an ethnic group, nationality and the country (ethno-national and civic identities) determine the future of the individuals, the culture and the country. Although ethno-national and civic identities may seem similar, they are different in nature and roles.

In contemporary psychology, ethno-national and civic identities are considered either as separate categories, or as each other's or other individual social identities' components. D. Hart, C. Richardson & B. Wilkenfeld (2011) consider civic identity in the context of citizenship and associate it with the globalization challenges. H. Hansen & V. Hesli (2009) include civic identity in national identity along with ethnic identity and propose a four-category identity typology based on out-group tolerance and in-group affiliation.

Comparing civic and ethnic identity, some researchers argue that civic identity is broader and allows people to distance themselves from "narrow" ethnic identities, while others believe that ethnic and civic identities are different aspects of national identity. J. Pakulski & B. Trante (2000) propose to consider civic and ethno-national identities as the main types of micro-social identities characterized by the degree of social inclusions.

Russian psychologists often use the concepts of state, civic, national and even ethnic identity as close in content and almost synonymous (Patyrbaeva, Kozlov, Mazur, et al., 2012).

In our opinion, ethno-national and civic identities are different in their psychological nature. They can be distinguished both at the level of theoretical analysis and at the level of empirical indicators, i.e. the features of socio-political thinking and behavior, which is necessary for empirical research.

Therefore, the **objective** of the article is distinguishing between civic and ethno-national identities and finding out their distinct empirical indicators in people's minds and behaviors.

Results. Ethnic identity implies individuals' awareness and experience of their identity with a particular ethnic group because of their ethnic origin. The ethnic origin is based on heredity and embodies the psycho-biological features, i.e. anthropomorphic, sociocultural and psychological characteristics inherent in an ethnic group.

Ethnic identity should include not only consciousness, but also a rather deep, unconscious level made up of archetypes, as well as linguistic identity and belonging to ethnic culture, customs and traditions. It is obvious that it is not about the knowledge of the culture and customs that have become history, but about the life in the modern ethno-national culture with the preserved traditions and values. In many countries, because of the discontinuation of the tradition, the original cultures have been lost and the modern representatives of the ethnic groups or nations are not at all the natives of the ethnic or national cultures. Therefore, in reality, ethnic identity is often an artifact that relies on the ethnostereotype (autostereotype), rather than on the authentic ethnic culture. Thus, in determining individuals' levels of ethno-national identity one should rely on special assessment techniques, rather than on the respondents' subjective statements about their belonging to a certain nation.

The process of transformation of the ethnic group into a nation is associated with the emergence of state interests and motivations, widening political worldview and strategic and large-scale thinking.

In turn, civic identity is based, to a great extent, on state values and the shared destiny within the global organizational entities. In the case of the actualized civic identity, the ethno-national dimension of human life can become less important.

The basis of civil identity is citizens' inclusion in the organizational space of the state. It is in it, that the citizens' social self-realization takes place. This organizational space is determined primarily by the legal environment created by the state, axiological space and the regulation of political and economic activity.

The community of citizens, resulting from the existence of the state, is a specific consortium, i.e. the association of people as a result of their common life within a single global organization.

In our opinion, there are the following distinctions between ethno-national and civic identities:

- Ethno-national identity has the biosocial foundations associated with the genetic roots of the nation, which is embodied both in certain anthropomorphic characteristics of its representatives (biological aspect), and in ethnic culture and language (cultural aspect), as well as in stable archetypes and stereotypes (psychological aspect). Civic identity, by its nature, is not connected to the biosocial basis, it is the organizational psyche formation;
- Ethno-national identity implies individuals' self-identification with a certain group (ethnic or national), sustained and (partially) organized. Civic identity implies individuals' self-identification with the organization (self-identification with a citizen-member of the organization) with a better-defined role, status, rights and responsibilities, etc., rather than with a group. This organization (state) has certain values and goals (declared development models), which direct spontaneous social development;

• The nature of ethno-national identity is more specific by virtue of its attachment to group (ethnic) and geographical characteristics, while the nature of civic identity is more abstract. The state as an organization is more abstracted from a specific 'ethnic substrate' (representatives of different nationalities can be citizens of the state if they comply with its laws) and, to a certain extent, from the territory (numerous changes in state borders do not lead to the disappearance of states). Therefore, civic identity is of a more abstract character, that is to say, virtual.

Accordingly, the empirical indicators of each of the two identities should be different.

Thus, in our opinion, the ethno-national identity indicators (which could create scales) could include:

1) The subjective significance of individuals' own ethnic or national affiliation, the high rank of this identity in the individuals' subjective hierarchy of identities (regional, civil, civilizational and other identities). Accordingly, the scale values could range from zero (indifference to ethno-national affiliation) to very high;
2) Individuals' belonginess to the ethno-national culture, its values and archetypes. It includes, but not limited to, knowledge of the works of national culture (both past and present). This belonging implies the internalization of this culture, which makes the individual perceive the world through the prism of this culture;
3) The level of individuals' affiliation with their ethno-national groups (which can be manifested in in-group or out-group favoritism);
4) The level of individuals' concern with national interests and acting as their bearer.

Accordingly, in our opinion, the civic identity indicators could include:

1) Individuals' recognition of their own civic identity and its subjective significance, the high rank of this identity in the individuals' subjective hierarchy of identities (territorial, ethno-national, regional, civilizational and other

identities). Accordingly, the scale values could range from zero (indifference to individuals' own civic affiliation) to very high;

2) Individuals' value, emotional, cognitive and behavioral inclusion in the organizational environment of the state;

3) The level of individuals' affiliation with the civil community (fellow citizens), which as an in-group can be differently perceived;

4) The level of the individuals' being the bearers of civic values.

Conclusion. The fundamental differences between ethno-national and civic identities are due to their nature: ethno-national identity is of the biosocial, genetic nature, while civic identity has a cultural, political and organizational basis (it is a product of culture). Ethnic identity is more specific, while civic identity is more abstract.

The most important measure of individuals' ethno-national identity is their inclusion into ethno-national culture, its values and archetypal coordinates. The most important measure of individuals' civic identity is their value, emotional, cognitive and behavioral inclusion in the organizational environment of the state.

Further research of this problem can focus on the creation of appropriate assessment techniques to measure the levels and determine the features of individuals' ethno-national and civic identities.

Active listening as altruism predictor

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Introduction. As a specific prosocial behavior, altruism has raised many research questions and hypotheses that contributed to a puzzled picture of the concept. Moreover, specific associations with other constructs, like empathy started various debates on whether altruism could be tought, enforced or enhanced. Of course, practical and social implications are to be considered.

Putting altruism in juxtaposion with egoism, Batson (2008) defines it as a "motivational state with the ultimate goal of increasing another's welfare" (p. 3), distinguished from altruistic behavior, acting morally and helping in order to gain internal rather than external rewards. Other researchers are considering altruism as a driven behavioral response in social interaction, having empathy as a key motivator for altruistic behavior.

However, psychological factors that drive toward altruistic behavior have been poorly understood despite a huge psychological research. Last decade research has established a close link between altruism and empathy, as the capacity to share feelings of somebody. Klimecki, Mayer, Jusyte, Scheeff and Schönenberg (2016) underlined that meta-analytic evidence from psychology corroborates the Adam Smiths's historical postulate on empathy-altruism link by revealing that empathic states and, to a smaller extent, empathic traits predict altruistic behavior (p. 1).

More recently, researchers in evolutionary psychology have suggested that in both humans and animals, empathy has evolved to promote altruism towards others in need, pain, or distress (de Waal, 2007). In order to provide more evidence for the healthcare professions more studies were run on the empathy-altruism hypothesis, finding significant association between the two (Burks, Youll & Durtschi, 2012; Persson & Kajonius, 2016; Huber & MacDonald, 2012; Klimecki et al., 2016). One conceptual issue here is altruism measurement in the mentioned research. The cited studies used mostly economic games, like Dictator Game (DG) scenarios to assess altruistic behavior. But one recent comparative study found no association between self-reported altruism, measured with scale and so-called manifested altruism, measured with DG (Bucuță & Marcu, 2016). Therefore, we put into question here the link between active-empatic listening and self-reported altruism.

Objectives. We took intro account one specific aspect of empathy that has not been so often associated with generosity, active listening. If altruism is a concept about giving a personal resource to somebody, or sharing it with another person, then we may consider any of the situations involving such acts, like giving time, attention or self-control. These are less investigated aspects of giving but we consider them as equally important as the material resources involved in generosity. In this particular case, we hypothesized that active listening, as an act of sharing attention is consistently associated with altruism, measured on a self-rating scale. The attention-sharing was then evaluated as a predictor for altruism.

Method and procedure. To test whether our active-empatic listening-altruism hypothesis confirms, we conducted a correlational study in which we compared the scores on AELS (Active-Empatic Listening Scale) with SRAS-DR (Self-Report Altruism Scale Distinguished by the Recipient) scores.

The Active-Empathic Listening Scale (AELS) is an 11-item, three-factor scale measuring active-empathic listening across three dimensions: sensing ($n = 4$), processing ($n = 3$), and responding ($n = 4$). ***Sensing*** refers to a listener's ability to understand relational aspects of speech. ***Processing***, the cognitive aspect of listening, involves attending to, comprehending, receiving, and interpreting messages. ***Responding,*** measures the perception of behavioral output of listening including verbal and nonverbal feedback.

Active-empatic listening was originally defined as a form of listening employed by salespeople, where customary active listening is merged with empathy, but has been lately adapted to a more general social context. The scale can capture self-reported Active-empatic listening, perspectives of AEL from a close other or conversational partner, as well as ratings from trained coders (Drollinger, Comer, & Warrington, 2006).

Self-Report Altruism Scale Distinguished by the Recipient, is a 21-item scale, developed on an evolutionary viewpoint, which evaluates altruism and frequency of altruistic behaviours toward various recipients (family members, friends or acquaintances, and strangers) in daily life (Oda et al., 2013). The scale has been adapted on Romanian population in 2015 (Marcu, Bucuță, 2015). A total of 48 participants (mean age = 21.36 years) completed the two scales, after the initial informed consent. Participants were first year undergradutes in Psychology. No other special conditions were necessary for application.

Results. The descriptive data showed an approximately normal distribution for each of two variables (the data were slightly skewed and kurtotic, for both scales. The Shapiro-Wink test for normality showed significant difference from normality for the SRAS-DR scale). We assumed that our data were approximately normally distributed, in terms of skewness and kurtosis.

Table 1. Normality tests for two variables (active-empathic listening and altruism)

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
SRAS	,133	48	,033	,935	48	,011
AELS	,068	48	,200*	,978	48	,501

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

A Pearson correlation test was runned, showing a significant association between the active-empatic listening and self-reported altruism: r (48) = +.509, p < .01, two-tailed.

Table 2. Correlation between active listening and altruism

Correlations

		AELS	SRAS
AELS	Pearson Correlation	1,000	,509**
	Sig. (2-tailed)		,000
	N	48,000	48
SRAS	Pearson Correlation	,509**	1,000
	Sig. (2-tailed)	,000	
	N	48	48,000

Notes: AELS = Active- Empathic Listening Scale, SRAS – Self-Reported Altruism Scale. ** p <0.01 (2 – tailed)

Correlations between the AELS' subscales and SRAS-DR were also significant, but no statistically significant link was found with age of the participants.

Table 3. Correlation coefficients between altruism, active listening subscales and age

Correlations

		SRAS	SENSING	PROCESSING	RESPONDING	AGE
SRAS	Pearson Correlation	1,000	,365*	,481**	,448**	-,027
	Sig. (2-tailed)		,011	,001	,001	,857
	N	48,000	48	48	48	47
SENSING	Pearson Correlation	,365*	1,000	,559**	,510**	-,153
	Sig. (2-tailed)	,011		,000	,000	,305
	N	48	48,000	48	48	47
PROCESSING	Pearson Correlation	,481**	,559**	1,000	,496**	-,179
	Sig. (2-tailed)	,001	,000		,000	,228
	N	48	48	48,000	48	47
RESPONDING	Pearson Correlation	,448**	,510**	,496**	1,000	,075
	Sig. (2-tailed)	,001	,000	,000		,615
	N	48	48	48	48,000	47
AGE	Pearson Correlation	-,027	-,153	-,179	,075	1,000
	Sig. (2-tailed)	,857	,305	,228	,615	
	N	47	47	47	47	47,000

Notes: AELS = Active- Empathic Listening Scale, SRAS – Self-Reported Altruism Scale. ** $p < 0.01$, * $p < 0.05$

Regression analyses were computed to determine if active-empathic listening predicted self-reported altruism. The regression analysis revealed that active-empatic listening (or attention-sharing with another person) significantly predicted self-reported generosity ($b = 7,67$, $p < 0.001$), explaining 25.9 % of the variance ($R2 = 0.261$, $F(1,47) = 16.10$, $p < 0.001$).

Table 4. Regression analyses

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,509[a]	,259	,243	10,07413	1,595

a. Predictors: (Constant), AELS

b. Dependent Variable: SRAS

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1634,023	1	1634,023	16,101	,000[a]
	Residual	4668,456	46	101,488		
	Total	6302,479	47			

a. Predictors: (Constant), AELS

b. Dependent Variable: SRAS

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	35,840	10,828		3,310	,002
	AELS	7,670	1,911	,509	4,013	,000

a. Dependent Variable: SRAS

Notes: AELS = Active- Empathic Listening Scale, SRAS – Self-Reported Altruism Scale.

Two variables were also tested for independence. The Durbin-Watson test value (1, 595) was close to 2, which shows no autocorrelation of the data.

Conclusions. In interpersonal relationships, sharing is considered as a prosocial behaviour defined by the joint use of resources or space. We questioned the non-material resources in this study, as they are also finite and costly for the giver. Attention-sharing was measured by the active-empatic listening scale, providing insightful results in the relationship with the self-reported altruism. The data confirmed an active listening-altruism hypothesis, which can explain prosocial behavior in human interactions.

The study's findings show that active listening (or attention-sharing) is a predictor of altruism, measured by a self-reporting scale. Data is complementary to previous work results, which observed powerful associations between empathy and altruistic behaviour in economic games. Therefore, our findings extend previous evidence on the relationship between empathy and altruism showing that the extent of attention shared to another person strongly predicts how altruistic the giver feels about himself / herself.

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